DOCUMENT RESUME

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TITLE	Undergraduate Urban Teacher Education Program. State University College at Buffalo.
INSTITUTION	Lackawanna Public Schools, N.Y.; New York State Education Dept., Albany.; State Univ. of New York, Buffalo. Coll. at Buffalo.
PUB DATE	70
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EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
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ABSTRACT

The aim of this cooperative EPDA program is to improve education in the public schools through utilization of personnel in a differentiated staffing pattern, and the training of teachers for service in urban areas through a carefully planned practicum combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases. Released time inservice training was provided for supervising teachers before the beginning of the program and in 1970 and is continuing throughout the program. The students selected for the program are largely transfers from junior colleges throughout the state. During the first two semesters of the program, they work four half-days in the schools, first as student aides and then as assistant teachers; they spend one half-day per week working in a community service agency. The remainder of each day is devoted to professional courses given on-site by college staff. During the third semester, students work full-time as associate teachers, and in the fourth semester, they are on campus full-time for professional study. Participants are encouraged to live in the community. (The program description includes a budget outline, the original program proposal, forms used in the program, and curriculum outlines of the inservice courses.) (RT)

ED052134

A Proposal for EPDA Funding

Submitted to the

New York State Education Department

March 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Title : State University College at Buffalo - Lackawanna Public Schools
Undergraduate Urban Teacher Education Program

Sponsoring Agencies: Education Division
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Lackawanna Public Schools
Martin Road
Lackawanna, New York

Project Director
and Liaison Officer: Dr. James H. Young
Associate Professor of Education
Chase Hall 207
State University College at Buffalo
862-4810

SP004957

GUIDELINES
for
EDUCATION PROFESSIONS DEVELOPMENT ACT PART B2

Type of Grant Requested (Check all that apply)

1. Planning [X] 2. Pilot [X] 3. Operating [X]

Title of Proposal (10 words or less): State University College at Buffalo -- Lackawanna Undergraduate Urban Teacher Education Program

Legal Applicant:

Name Lackawanna City School District

Address 500 Martin Road

City Lackawanna, New York

County Erie Zip Code

Proposed Project Director:

Name Dr. James H. Young Highest Degree Ed.D.

Present Position Associate Professor of Education; Director SUCB-Lackawanna Project

Address State University College, 1300 Elmwood Avenue, Buffalo, New York 14222

Social Security Number 080-26-8112 Phone 862-4810

Other agencies or Institutions Participating:

Name State University College at Buffalo Contact Person Dr. James Young

Name Lackawanna City School District Contact Person Mr. Steven Korach

Name Contact Person

Name Contact Person

Where Training is to be Conducted (If Applicable):

Name of Institution By SUCB and LEA staff in Lackawanna

Address 500 Martin Road City Lackawanna, New York

GUIDELINES
for
EDUCATION PROFESSIONS DEVELOPMENT ACT PART B2

Total Time Anticipated for Project: For PHASE I - II of three phase program June 1970 to June 1971

First year starting date June 1, 1970 to

First year ending date June 1, 1971

First year EPDA funds requested Amount $94,228

Other Sources of Financial Support:

Name State University College at Buffalo Amount $65,320

Name Lackawanna City School District Amount $72,482

Name _____ Amount _____

Name _____ Amount _____

Total Number of Participants To Be Trained _____

Administrators 16-18

Administrative Trainees _____

Teachers 18/24

Teacher Trainees 36 (in first two phases)

Auxiliary Personnel (Total) _____

Teacher Aides 18) Same as college students

Teaching Assistants 18)

Other Types _____

I certify that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the U. S. Department of Health, Education, and Welfare, and that it applies in this project proposal.

_____
(Signature of proposed project director) (Date)

_____
(Signature of any other official authorized to commit institutional or agency resources) (Date)

_____
(Signature of any other official authorized to commit institutional or agency resources) (Date)

GUIDELINES
for
EDUCATION PROFESSIONS DEVELOPMENT ACT, PART B2

Checklist for Final Proposal

Date _____ Submitting Agency _____

General Instructions: For the applicable items, list page of accompanying proposal where the core of the response has been underscored. Use NA to indicate an item which is not applicable.

1. OBJECTIVES — Page(s)

a) General
The Program:

addresses itself to ways and means for alleviating the teacher shortage — 32

combines local, State, federal and other financial resources in the achievement of the specific objectives — 36 +

demonstrates comprehensive planning that relates past programs and achievements to future needs and which relates parallel programs to proposed educational activities, such as those carried out under OEO, ESEA, and NDEA. — 10, 29

b) Specific
The Program is designed to:

identify the dimensions of the teacher shortage by such indices as: geographic area, subject field, type of community, school, etc. — 1-9, 22

determine the size and make up of new manpower sources including the use of qualified personnel on a part-time basis. — 28

develop more fully articulated teacher training relationships between schools and higher institutions. — 1-9,10,11

encourage cooperative development of recruitment, training and placement programs by local educational agencies and institutions of higher learning. — 1-9,27,32

attract and train people with baccalaureate degrees (in other than education) for the teaching profession. — NA

evaluate training programs. — 30-31

provide re-training for qualified personnel who have been away from teaching for 1 or more years. — [illegible]

expand inservice education programs. — 1-11, 29

explore ways to restructure, including use of teacher aides, teaching assistants, and other auxiliary personnel. — 1-9,14-19

improve the ability of administrators to select, place and evaluate teaching personnel. — 11, 29

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EDUCATION PROFESSIONS DEVELOPMENT ACT PART B2

CRITERIA:

The program or its components:	Page(s)
provide specific experiences for a selected group of participants	1-9,14-19,29
have direct relationship to the specific behaviors sought from participants.	1-9,14-19,29
are related and integrated so as to complement and reinforce each other.	1-9,14-19,29
provide a practicum situation.	1-9,14-19
include substantive work readily applicable to classroom situations.	1-9,14-19
are part of a larger plan to improve the quality of preservice and inservice training programs generally.	1-9,14-19,29
give evidence of use of new technological advances where appropriate.	14-19
indicate where appropriate that proficiency examinations or correspondence courses expedite use of a participant's experiential background.	NA

3. CRITICAL SHORTAGE:

a) The area or field of shortage	1-9
b) The means by which the shortage was determined.	NA

4. ADVISORY COMMITTEE — 10, 29

5. PARTICIPATING AGENCIES:

LEA	1-9, 10
Institution of Higher Education	1-9, 10
Community Action Group	1-9,10,29
Community College	
Other	

6. PARTICIPANTS:

a) Instructors (number and qualifications)	23-25
b) Number of participants	32
c) Qualifications of participants	32
d) Method of selection of participants	32 + appendices

7. EVALUATION:

a) Evaluating agency	30-31
b) Evaluation procedures	30-31

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8. DISSEMINATION OF PROGRAM RESULTS:	
a) Local Dissemination	34
b) Statewide Dissemination	34
c) Nationwide Dissemination	34

9. FUNDING:

a) Other Agencies, Organizations and Institutions Contributing to the Funding of the Proposal. 35 +

b) List any Other Office(s) to which this Proposal has been submitted for Funding. NA

10. Have you planned to make and submit 10 copies of the total proposal (including budget and checklist)? YES x NO _____

Abstract

PLANNING TOGETHER FOR EQUAL EDUCATIONAL OPPORTUNITY

by James H. Young

Representatives from the Lackawanna, New York educational community and State University College at Buffalo have joined hands in planning an undergraduate urban teacher education program. Under an initiatory planning grant from the State Education Department, a task force composed of representatives from the Friendship House, CAO, PTA Council, Legal Aid Bureau, Board of Education, school administration, district teachers, paraprofessional staff, college faculty and college students, is working harmoniously to develop a pilot program to ultimately meet the needs of urban children.

Lackawanna, a rather unique urban setting, maintains a black population of from 10 to 15 percent. Its uniqueness, however, stems from the addition to the "melting pot" of first and second generation families representing nearly fifty-five ethnic groups. The influence of this factor alone on educational opportunities is paramount. Using the needs of the children from this community as a base, the task force is currently planning a program which will attempt to restructure educational opportunities for children and to prepare prospective teachers for the urban setting in an on-site fashion.

In preparation for this program, Lackawanna and SUC Buffalo are currently working on an in-service basis in the area of teacher-learner assessment by performance. As a result, experiences for college students, teachers and administrators will be assessed on a performance criteria basis and movement through the program and appropriate enrichment experiences will be determined by behavioral assessment and not by time or course stipulations.

According to plans developed thus far, the professional preparation of teachers will take place over a three semester period, conducted totally in the Lackawanna educational community. During the first semester of this program, beginning with the first semester of their junior year, college students will become involved in five sets of experiences arranged to provide a psychological and social awareness of the needs of the children. In addition, they will receive special preparation in working with children for whom oral language development poses a major instructional problem. Community agencies will be a major source of resources for these activities, and social welfare students from two nearby institutions will be requested to augment this portion of the program. Also during the first semester, the college students will serve as a teacher-aide ten hours per week in an elementary classroom, not only to perform standard aide tasks, but to contribute informally in learning about and from children.

Students successfully meeting performance criteria for the first set of activities will move to a set of "the teaching of..." experiences. As in the first semester, college faculty, in conjunction with school and community personnel, will conduct on-site experiences related to the teaching of language arts, reading, social studies, science and math. In addition, a great deal of effort will be channeled towards assessment of teacher-learner activities utilizing a variety of instruments, all geared towards an emphasis on eventual self-assessment and corresponding changes in behavior. Demonstration teaching in urban classrooms will be the rule rather than the exception, and cooperative teaching by college and local district faculty will highlight this phase. During this set of experiences, college students will move to the teacher assistant level for ten hours per week. This activity will allow students, under the aegis of classroom teachers, to teach children in small groups or in tutorial fashion.

At the advent of the second semester of this program, a new group of first-semester students (that is, students who enter the first phase of the program in January rather than September) will begin the first phase of the program. Therefore, at this time, each participating public school classroom will house a certified teacher, a teacher assistant, and a teacher-aide, all college students, all prepared by a "total submersion" program in the urban community.

The third semester affords the opportunity for those students who have successfully met the behavioral criteria to become full time student teachers for the entire semester. These students will perform as members of four-person teams as phases one and two re-cycle to include in each team a teacher-aide, teacher assistant, student teacher and certified teacher. Task differentiation will determine the performance criteria for each level of operation. Now in its fullest stages, educational opportunities for children in each participating classroom will be highly individualized by the inclusion of four urban educated adults to aid approximately twenty-five children.

The college students will complete their last semester's academic requirements on campus. Tentative alternate plans for completing requirements include fulfilling "normal" academic requirements now mandated by the college or substituting for the "normal" requirements with a full semester in the newly developed urban studies program.

In addition to the learning experiences provided for prospective teachers and the children they will serve, teachers and administrators will be involved in appropriate in-service activities as well. Moreover, the task force's planning to solicit the help of public health officials as well as many other social agencies will help reinforce positive lines of communication and supplement personal contact and services to the community.

Although this program is only in its embryonic planning stages, it has received the overwhelming support of those who have participated in forming and evaluating it. With expanded efforts, the meticulous details of operation will be hammered out and a final proposal will be submitted to appropriate institutional representatives for approval. In its final form, the proposal will have embraced the following concepts:

1. Community planning for the needs of children
2. On-site preparation of teachers for the urban setting
3. Assessment of performance by behavioral criteria
4. Differentiated teaching staff for individualized instruction
5. Continuous in-service training for teachers and administrators
6. Continuous evaluation by national evaluators and by research experts
7. Utilization of a wide variety of instructional resources for ~~institutive~~ INSTRUCTION preparation, and evaluation

This joining of hands by a community and a teacher preparation college enlarges upon the traditional concept of a teacher education institution as a college in itself. In its new form, the concept envelopes the resources of both the college and communities it serves and extends its program from pre-service through continuing in-service activities. In the best sense, it combines all its resources for the ultimate benefits of children--to provide for equal educational opportunity in a cooperatively developed climate.

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Second Semester 1969-70

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Second Semester 1969-70

I. Overview

UNDERGRADUATE URBAN TEACHER EDUCATION PROGRAM

by

James H. Young and Donald Graves *

Administrators, professors, teachers and college students have long been perplexed by the relative unpreparedness of new teachers to teach in urban settings. Although an articulate voice has not been heard from elementary school children on the issue, their increased restiveness gives evidence of a fractured teaching history marred by high teacher turnover and unpreparedness. A realization has grown that within the confines of a brief field experience or in courses isolated from the urban community, a teacher cannot be equipped operationally in the complexities of a child's language, home environment, or the teaching procedures necessary to cope with cultural variance.

Under an initiatory planning grant from the New York State Education Department a joint task force representative of teachers, community workers, professors and students, and school administrators from the City of Lackawanna have worked since October 1969 to design a program to deal with the urban teacher preparation problem. Lacakwanna represents a unique laboratory setting to provide information of assistance to children, teachers, administrators and college faculty. This uniqueness stems from a "melting-pot" community made up of a black population of ten to fifteen percent, and first and second generation families representing nearly fifty-five ethnic groups. The influence of these factors alone on educational opportunities is paramount. Using the needs of the children from this community as a base, the task force is in the process of planning a program which will attempt to restructure educational opportunities for children and to prepare prospective teachers for the urban setting in an on-site fashion.

Dr. Young is an Associate Professor of Education at State University College at Buffalo and Director of the SUCB-Lackawanna Undergraduate Urban Teacher Education Program. Mr. Graves is Director of the Reading Clinic at the Lackawanna schools and a member of the Planning Task Force.

In preparation for such a program, Lackawanna and State University College at Buffalo have been working on an in-service basis in the area of the teacher-learner assessment by performance. In-service work has embraced a variety of approaches to assessment for some eighteen teachers and seventeen administrators. Because of this preparation, experiences for college students, teachers and administrators will be assessed on a performance criteria basis and movement through the program and appropriate enrichment experiences will be determined by behavioral assessment and not by time or course stipulations.

On-Site Urban Preparation

According to plans developed thus far, the professional preparation of teachers will take place over a three semester period, conducted totally in the Lackawanna educational community. During the first semester of this program, beginning with the first semester of their junior year, college students will become involved in five sets of experiences arranged to provide a psychological and social awareness of the needs of children. In addition, they will receive special preparation in working with children for whom language development poses a major instructional problem. Community agencies will be a major source of assistance for these activities, and social welfare students from two nearby institutions will be requested to augment this portion of the program. Also during the first semester, the college students will serve as a teacher-aide ten hours per week in an elementary classroom, not only to perform standard aide tasks, but to contribute informally to the learning about and from children.

To assist a student to understand the community background of his children two stresses will mark the program. Students will live in or near the city community of Lackawanna under the guidance and direction of the College. Secondly, a student will work with volunteer families over the course of three semesters to gain an insight into the problems and successes of home-school communication, the changing needs of a family, and the specific educational

influences of home and community. Such an approach is not new to the field of education as it is commonly practiced in the training of medical students across the country.

Students successfully meeting performance criteria for the first set of activities will move to a set of "the teaching of . . ." experiences in the second semester. As in the first semester, college faculty, in conjunction with school and community personnel, will conduct on-site experiences related to the teaching of language arts, reading, social studies, science and math. In addition, a great deal of effort will be channeled towards assessment of teacher-learner activities utilizing a variety of instruments, all teared towards an emphasis on eventual self-assessment and corresponding changes in behavior. Demonstration teaching in urban classrooms by college personnel will be the rule rather than the exception. College and local district faculty will carefully coordinate their mutual programs to facilitate this practice. During this set of experiences, college students will move to the teacher assistant level for ten hours per week. This activity will allow students, under the aegis of classroom teachers, to teach children in small groups or in tutorial fashion.

At the advent of the second semester of this program, a new group of first-semester students (that is, students who enter the first phase of the program in January rather than September) will begin the first phase of the program. At this time, therefore, each participating public school classroom will house a certified teacher, a teacher assistant, and a teacher-aide. The latter two will be prepared by this "total-immersion" program in the urban community.

The third semester affords the opportunity for those students who have successfully met the behavioral criteria to become full time student teachers for the entire semester. These students will perform as a member of a four person team, as phases one and two re-cycle to include in each team a teacher-aide, teacher assistant, student teacher and certified teacher. Task differentiation will determine the performance criteria for each level of

operation. Now in its fullest stages, educational opportunities for children in each participating classroom will be highly individualized by the inclusion of four urban educated adults to aid approximately twenty-five children.

The college students will complete their last semester's academic requirements on campus. Tentative alternate plans for completing requirements include fulfilling "normal" academic requirements now mandated by the college or substituting for the "normal" requirements with a full semester in the newly developed urban studies program.

"Continuing Staff Education"

In addition to the learning experiences provided for prospective teachers and the children they will serve, teachers and administrators will be involved in appropriate in-service activities as well. Moreover, the task force's planning to solicit the help of public health officials as well as many other social agencies will help reinforce positive lines of communication and supplement personal contact and services to the community.

Advance Preparation

During the summer of 1970 another task force of college and local school personnel will design the "courses" (set of experiences) and performance assessment criteria in each of the college subject areas. Each "course" will have a new curriculum adapted to an urban setting as well as a practicum demanding behavioral assessment. Similarly, a research team will construct designs that will assess program effectiveness on a short-range and longitudinal basis. Extended coordination with community agencies will also be planned to facilitate timely meshing with the new "courses".

When innovating an Urban Teacher Preparation Program of this magnitude, the personnel demands are extensive at all levels. Each sector of involvement, college and local, will have to have a clear understanding of curriculum, course objectives, and behavioral assessment criteria. To realize these

objectives, lead teachers and some elementary principals will plan with university faculty and research coordinators to keep "understanding lines" open between major participatory groups. It would be impossible to coordinate the program opening with students if a lack of understanding existed between either of these parties.

Of equal importance are the personnel not directly involved in the program. History portrays a bitter harvest for those programs that have been subject to rumor and hearsay evidence in informal teacher-room discussions. One of a series of orientation meetings will be held for all teachers and administrators to be "briefed" on program direction. To many a "briefing" still connotes an "outsider" problem. For this reason, the meeting must solicit objective advice for the program as well as the extended opportunity for teachers to prepare for future project participation through present inservice training. Some teachers involved in the ongoing program may wish to "phase out" for a year. A trained body of teachers will need to be in readiness to fill their responsibilities. Similarly, college personnel not involved will have equal briefing needs. From time to time various professors with specialized abilities will be needed in the program. Their understanding of the program at its inception, therefore, will be equally important.

SUMMARY OF BENEFITS

Benefits can be traced at many levels ranging from the child in the classroom to the New York State Department of Education. Although the project is labeled an Undergraduate Teacher Education Program the philosophy underlying program direction is one that relates to the improvement of instruction for the children in Lackawanna and the State of New York. If the project is not ultimately geared to the improvement of instruction of school children, it must of its own accord be labeled as "suspect". Any conclusions divorced from this fact must be questioned at the teacher, system-wide, college or state level.

Children in urban classrooms associated with the program will have greater opportunities for individualized instruction. Although not a necessity, differentiated staffing produces many more opportunities for meaningful oral language development, a problem afflicting most urban communities. The conventional urban classroom is too often reflective of a "law and order" concept where each child responds in rotation while thirty other children "listen." At the same time individual skills-needs in allied subject areas can be met through extra classroom assistance. In addition, many children whose home problems have been isolated from a teacher's understanding will be brought into focus through increased staff visitation. Children across the state who have teachers who have been prepared with a global view to the child's needs as well as a differentiated skills assistance approach stand to benefit from such a program.

Teachers who heretofore have had to play the lonely role in the urban classroom will have contact with a variety of students and professors. That student in the "fifth row, back seat" can now receive more individual attention from her or the team member assigned to the task. Periodic demonstrations by college professors in their chosen disciplines will expose teachers to a more concrete continuing education than was heretofore possible through courses taken "on-campus". Equally important is the opportunity presented to bridge the gap between current research and classroom practice. Tragically, the urban classroom has been the last to benefit from the few studies available relating to urban assistance. It is hoped that those research studies that bear merit will find quick translation into objective classroom practice. With the advent of the differentiated staff, the teacher may encounter numerous opportunities to be temporarily "released" to view other approaches to instruction by professors and other teachers.

Prospective teachers will be much more aware of their progress in the urban setting through behavioral assessment. One of the major historical problems with new teachers in urban classrooms is in knowing where the "victories" are. Too often high and unrealistic expectations quickly change to cynical discouragement. Gradual training through successful behavioral assissment will help the student to "read the scene" for the child and for his own progress as a teacher. He will be able to recognize progress for the child through proper assessment and more carefully designed goals. Some students are not emotionally or mentally geared to teach children. In the past, however, a student may discover this fact in senior practice teaching and be unable for vocational or financial reasons to "phase out" of the profession. Supervisory personnel at the college and local level have equally felt pressure when they are forced to evaluate at the "eleventh" hour. Again, through early contact with children in the Junior year, with careful behavioral assessment, a student may constructively select himself out or be selected out on behavioral grounds. Finally, students trained through this type of assessment will be of great benefit to other systems in the State. Although they may not be in differentiated team structures, they will know the types of "breakthroughs" made through class teamwork, and perhaps be the "squeaking-wheels" leading to urban teaching reform in their respective settings.

An urban school system has difficulty in providing the full leadership necessary to deal with all the problems within its scope. Because of dying revenues and inadequate staffing in relation to mushrooming needs, cities of necessity must become crises oriented as opposed to cause-solution directed. The Undergraduate Urban Teacher Education Program offers foundational assistance to the teacher through curricular adaptation, new ideas, demonstration opportunities. Although the program will not be in each classroom, the system stands to benefit through an objective appraisal of

staff differentiation. If cost benefit analysis in relation to pupil gain deems such a direction worthwhile, positive moves can be made in that direction. Continued inservice training of teachers and faculty will also bring in new ideas in research and behavioral assessment.

For years colleges and universities have had to battle the "irrelevancy" questions. Teachers taking advanced courses have queried professors about classroom cases or predicaments and have met replies couched in educational jargon. On the other hand, many professors have wished to "get back to the classroom" to work with the children. Increasingly a tension is known of a growing irrelevancy in relation to the changing child, the constant metamorphosis of an urban society. The UUTEP design will make it possible for university personnel to teach both children and students in the field. In addition, professors will have the opportunity to work with their colleagues producing of necessity a coordinated, team approach to problem-solving. Interdisciplinary dialogue is many times facilitated by an "off-campus" situation where talents and abilities are brought to light by the "field-challenge". Of equal importance is the program's opportunity to tacitly reply to the modern student's demand for relevancy to the plight of the educationally disadvantaged. Such a design offers concrete evidence of urban involvement as well as training opportunities for the serious-minded.

Finally, educators at the state level have had to bear the brobdinagian burden of institutional and geographical removal from the grass-roots classroom scene. In most cases the state is forced to deal with school systems, universities and research projects in isolation. All phases, local school systems, university, and state department need to be well-acquainted with the other, that informational and critical lines be kept open for an entire state urban community. Lackawanna is only a small city, 5.8 square miles, with many races and nationalities sprinkled through a 28,000 population. Nevertheless, it does provide all the natural urban ingredients found in other city communities.

For this reason, the state may be able to find through the UUTEP's program a means to make research judgements with regard to "breakthroughs" made through local-university-state cooperation. One major solution may be found in accompanying research in teacher preparation and certification and the question of teacher assessment through behavioral criteria.

II. Background

A. Planning Task Force

The purpose of the SUCB-Lackawanna Planning Task Force was to evaluate the current program and to suggest appropriate changes that would supplement and/or compliment the review of the national assessment team. Moreover, this committee was to plan an upper level, undergraduate urban teacher education program.

The Task Force membership was selected from a variety of sources, and is broadly representative of the community (membership is included in the appendices). While assessing the current program and reflecting upon the educational needs of the community, the Task Force decided to develop a proposal which would embrace the following concepts:

1. Community planning for the needs of children
2. On-site preparation of teachers for the urban setting
3. Assessment of performance by behavioral criteria
4. Differentiated teaching staff for individualization of instruction
5. Utilization of a wide variety of institutions and their resources
6. Continuous in-service training for teachers and administrators
7. Continuous evaluation by national evaluators and by research experts

The Task Force reacted to a design for improving teacher-pupil learning prepared by a group of LEA central office personnel. Many of the concepts

contained therein have been infused into this proposal (see appendices). Each member of the Task Force solicited viewpoints from his contingency and submitted them to the group for consideration and inclusion in the project.

Two new members have been added to the Task Force to afford this group with broader expertise and professional support. One representative from the elementary principal's group and one from the Teacher's Federation Executive Committee have been added for this purpose.

As a result of suggestions from members of the Task Force, the tentative program proposal has been presented to the Teachers Federation Executive Committee, the total body of elementary teachers, the seven elementary PTA groups (total membership), work staff of the social agencies to be involved in the project, the teachers and administrators currently involved in the program, and the SUCB Education Division Curriculum Committee. Suggestions received from these groups have been discussed and implemented where appropriate.

The SUCB-Lackawanna Planning Task Force shall continue to advise the program director on the course the program should take. This group will become an advisory committee and will function during the summer 1970 and throughout the 1970-71 academic year to provide continuous counsel to the director and staff.

B. Modifications Resulting from Pilot Study

Beginning in the Summer 1969 and continuing through the academic year 1969-70, a group from eighteen to thirty-six teachers and fifteen administrators from the Lackawanna Public Schools have been receiving in-service training under an initiatory EPDA grant.

Under the grant the teachers were to become proficient in the use of the Inquiry Process Grid, an instrument developed to assess teacher-learner behavior. A select group of those teachers were to eventually become team leaders in a differentiatedly staffed middle school, which is to be completed in approximately 1972-73. The administrators were to receive "survey" type training in the use of the Inquiry Process Grid and to receive training in leadership skills.

As the Planning Task Force began to evaluate the current program and to reassess its long range goals, the current instructional team adjusted its in-service program to include the following:

1. greater emphasis on teacher-pupil performance assessment utilizing a variety of analysis techniques

2. building a conceptual base related to differentiated staffing. Teachers will be exposed to leadership training, delineation of differentiated teaching tasks, differentiated teaching concepts (planning, utilization of resources, evaluation, etc.) and supervision of auxiliary personnel (See Appendix X)

3. administrators will be prepared to coordinate the differentiated staffing clusters located in their buildings by receiving additional preparation in leadership skills, differentiated staffing concepts, and curriculum planning and evaluation techniques. (See Appendix XI)

As a result of the current in-service instructional program, both teachers and administrators will be prepared to work with additional personnel in this new instructional arrangement. It is anticipated that careful assessment of the

ongoing program will provide data from which new in-service experiences can evolve throughout the tenure of the program.

III. Program Description

A. General

The professional preparation of teachers for an urban setting will take place over a three semester period, beginning with either the first or second semester of the students' junior year in college at SUCB. This program is to take place totally in the greater Lackawanna educational community; that is, all of the professional education of college students will take place on-site.

The students selected for this program (see procedures under Selection of Participants section) must have attained a minimum of 60 credit hours (preferably in Arts & Science) before entering this program, so that they can fulfill college requirements for graduation in the time normally allotted. Should requisites for graduation be lacking prior to entrance, such requirements can be fulfilled during the student's last semester on campus (last semester of senior year) and/or during summer sessions.

As college and public school personnel will develop appropriate behavioral criteria for each set of defined experiences (and means to measure attainment thereof), movement through the experiences will be determined by behavioral assessment and not by normal time and course completion stipulations. Flexibility will be maintained so that students can supplement life experiences for similar program experiences (by assessment) and so that reinforcement and enrichment activities can afford the participants with experiences appropriate to their needs, desires and rate of development.

Eighteen elementary classrooms, located on a pro-rated basis representing each of the seven elementary buildings, will house this program. The master teachers will be selected from those participating in the current program. In addition to tnis nucleus, six alternate teachers will be selected to provide flexibility in assignment according to grade level, building, professional expertise, etc. This will also allow the teachers and students the psychological escape of being able to change placement, and to withdraw and re-enter the program if desired.

B. Phase I; September, 1970

During the first semester of the program, eighteen college students, elementary education majors, will become involved in five sets of experiences arranged to provide psychological and social awareness of the needs of urban children. In addition, they will receive special preparations in working with children for whom oral language development poses a major instructional problem. Community agencies will be a major source of resources for those activities.

The five sets of experiences, classified under "normalized" course titles (see course descriptions in appendices), are as follows:

<table>
<tr><td>Human Behavior
and
Development</td><td>Educational
Psychology</td></tr>
<tr><td>School and Society</td><td>Influence of Nationality
Groups on American
Education</td></tr>
<tr><td colspan="2">Oral Language Development</td></tr>
</table>

Each of these experiences will grant three hours of credit, with fifteen hours of credit being carried in the semester. Human Behavior and Development and Educational Psychology will be taught as half-semester, double time-allottment experiences to allow for greater depth of exploration in a concentrated time span, as will the School and Society and "Nationality Groups" experience. The Oral Language Development experience will be conducted throughout the fall semesters, to allow for continuous work with specific children.

The "Human Behavior", "Ed. Psych." and "School and Society" experiences will be offered under the aegis of the Education Division. It is anticipated that the "Nationality Groups" experience will either be developed and taught by the Foundations Department of the Education Division or by the Anthropology Department. The Oral Language experience will be developed and taught by the Curriculum Department of the Education Division.

The instruction, participation time allottment will be such that for each of the "double-block" activities, the students will receive four hours of instruction per week (on site) and have four hours of participation per week. The Oral Language experience will allow for two hours of instruction and two hours of participation per week. Therefore, students will have a total of ten hours of instruction and ten hours of participation per week. Additional assignments will be the form of activity in community agencies.

The ten hours per week of participation will be fulfilled by placing each student in one of the eighteen participating classrooms to serve as a teacher-aide for two hours per day. Under this arrangement, college students will be able to

learn about children in an informal way (i.e. non instructional) and perform standard (to be defined) teacher aide tasks as well.

Supplementing the first phase of this program will be two two-week (one hour daily) seminars. A seminar dealing with utilization of auxilary personnel will be conducted at the beginning of the semester, while a seminar in observation of health problems will follow. Also available to the students will be a self-instruction labratory in the use of audio-visual and production facilities.

Arrangements are being completed to have a team of advanced graduate students from SUNY at Buffalo work with the college students in this phase. Representatives from such fields as law, medicine and social welfare will formulate a team to study the community and to help provide the program participants with a greater understanding of the variables affecting the educational processes.

C. Phase II; January, 1971

Students successfully meeting performance criteria for Phase I will move to a set of "the teaching of..." experiences. As in the first semester, college faculty, in conjunction with school and community personnel, will conduct on-site activities related to the teaching of language arts, reading, social studies and math. In addition, a great deal of effort (through a general methods activity) will be channeled towards assessment of teacher-learner activities utilizing a variety of instruments (Inquiry Process Grid, Interaction Analysis, Social-Emotional Climate Index, Behavioral Objectives and criteria, etc.) and techniques (micro-teaching, video tapes, team supervision, etc.) -- all geared towards an emphasis on eventual self-assessment and corresponding changes in behavior. Demonstration teaching in urban classrooms will be the rule rather than the

exception, and cooperative teaching by college and local district personnel will highlight this phase.

Graphically represented, the activities for Phase II are as follows:

Teaching Language Arts	Teaching Reading
(choose two) Teaching of Social Studies, Science, Mathematics (Performance assessment in all three areas, final emphasis in two of three)	
General Methodology (objectives, planning, analysis, etc.)	

As in Phase I, each of the five activities generates three hours credit, or fifteen credit hours total. All activities will be taught under Education Division titles.

Only two "teaching of..." activities will be conducted at a time, each for double time allottments for a half-semester. In this way, students can concentrate efforts on developing skills in fewer areas at a time. Only the general methodology course will be taught for the entire semester, to enable a continuous methodological thread to be maintained.

Each of the "double block" activities provides for four hours of instruction and four hours participation per week, while the General Methods activity provides two hours of instruction and two hours participation per week. This arrangement allows for a total of ten hours of instruction and ten hours participation per week.

In Phase II, the ten hours per week of participation will be fulfilled by

placing one student in each of the eighteen participating classrooms. Students moving from Phase I, by virtue of having met behavioral criteria, will change roles from teacher aide to teacher assistant on Phase II. Students serving as teacher assistants will implement skills learned through instruction, demonstration teaching and the like, by teaching children in small groups and/or in tutorial fashion.

At the advent in Phase II, a new group of Phase I students (those who enter the first phase in January, rather than September) will begin the program. At this time, each participating classroom will house a certified teacher, a teacher assistant, and a teacher aide, all prepared by a total submersion program in the urban community (a total of 36 students will be involved at the advent of Phase II).

D. Phase III; September, 1971

The third semester affords the opportunity for those students who have successfully met the behavioral criteria from Phases I and II to become full-time student teachers for the entire semester(twelve hours credit). In addition, they will engage in the Seminar in Elementary Education (three hours credit), which will focus upon tying all of the professional experiences together and upon continuing self-assessment and resulting modification of behavior.

Student Teaching Full time - one semester
Seminar in Elementary Education

These students will perform as members of four-person instructional teams, as Phase I and II re-cycle to include in each team a teacher-aide, teacher

assistant, student teacher and certified teacher. (A total of 54 students will be involved at the advent of Phase III, and in each successive phase). Task differentiation will determine the performance criteria for each level of operation. Principals will schedule appropriate blocks of planning time for each team cluster, so that these four urban-educated adults can plan educational opportunities for children which will emphasize individualization of instruction.

Plans are currently underway to see that during Phases I and II, a student teaching center will be developed in which twelve student teachers will be placed in a like number of participating classrooms. In this way, a continuing in-service program for the certified teachers related to new techniques, methods, assessment instruments, supervision of auxiliary personnel, etc. can be maintained. Also, maximization of individualization can begin its development by the inclusion of additional skilled personnel in the early stages of program development.

It is anticipated that as this program develops to its fullest potential, both college students and career teachers will request to be participants. In its fully developed stages, it represents a challenging, flexible arrangement for the better preparation of fledging and career teachers for teaching in the urban setting; ultimately, children should benefit the most from this program.

E. Program Model

A paradigm representing educational activities for college students and a progressive building of a differentiated staff to maximize individualization of instruction for children can serve as a model for most any urban community serviced by an institution(s) preparing teachers. It should be emphasized, however, that this model was derived from the needs of a specific community,

Program Flowchart

Fall '70		Spring '71		Fall '71		Spring '72	
Educational Activities	Staff Differentiation Pattern	Educational Activities	Staff Differentiation Pattern	Educational Activities	Staff Differentiation Pattern	Educational Activities	Staff Differentiation Pattern
PHASE I (18)	teacher aide ⟶	PHASE II	teacher assistant ⟶	PHASE III	teacher student-teacher ⟶	back to college	teacher
		PHASE I (18) (Recycle)	aide ⟶	PHASE II	assistant ⟶	PHASE III	student-teacher
				PHASE I (18) (Recycle)	aide ⟶	PHASE II	assistant
						PHASE I (Recycle)	aide
		36 students in PHASES I & II		54 total students in full cycle			

i.e., Lackawanna, New York.

F. College Credit

Students must have a minimum of sixty (60) credit hours accumulated before entering this program. Judicious selection of courses contained in that block should enable students to satisfactorily meet college requirements for the "sixty hour core". Any gap area can be fulfilled, along with any other electives and/or required courses during intervening summer sessions and/or the last semester of the student's undergraduate program. If a student begins this program with 62 credits and follows the sequence of three - fifteen credit hour semesters, he will enter his last semester needing seventeen (17) credit hours to graduate.

Should a student enter the program having taken a course similar to one contained in the curriculum, or having had suitable life experiences to fulfill part of the course experiences, he will, upon meeting behavioral criteria through assessment, be given credit for either the course or experiences. In the case of gaining credit for the experiences, he may choose to work out with the instructor and/or the program director, a selective set of enrichment experiences geared to his needs and desires in order to ultimately gain course credit.

In the case of gaining course credit by virtue of having taken a similar course, the student will be allowed (providing he meets stated criteria) to substitute for that course with an enrichment experience under Ed. 495, Special Project. This project will be worked out with one of the instructors along with appropriate school and community personnel and the program director.

The fulfillment of the academic concentration (24 credit hours in an academic discipline) is still under investigation and will be discussed with

appropriate college personnel before a decision is reached. Likewise, the physical education requirement of four credit hours needs to be discussed with the chairman of that department, so that arrangements amenable to both that department and students can be reached. As it may be difficult for students to fulfill the four - one hour courses prior to graduation date, an investigation will be made into the possibility of creating a special course or substitute experience for project participants.

The coordinator of Recruitment and Selection (see general job description in the following section) will provide academic advisement for all participants in this program to ensure that all requirements for graduation and state certification are fulfilled.

G. Placement of Students

Students will be placed in all seven elementary buildings according to self determination. That is, students will be able to select, all factors being equal, either a core or "normal" urban school setting. Regardless of which choice is made, each student will be located in alternate placements throughout the first two phases of the program so that they will gain experiences in both type settings. The same kind of flexibility will be maintained with regards to general grade level (primary, intermediate) placement.

Upon entering the student teaching phase, students will be allowed to teach the full semester in an area of choice (urban, "normal", combined with primary, intermediate choice) or may select to split their placement according to mutually (student, Program Director and appropriate teachers, college staff, etc.) arrived at criteria. Under this arrangement, it will be possible for a student to

develop greater expertise as an intermediate grade "core" teacher (among others) or to generalize his urban teacher preparation.

IV. Staffing

This program will engage the services of college instructors, community service agents, district teachers, recruitment agent, field experience coordinator and housing coordinator.

A. College instructors: Those persons presently employed at SUCB and who meet such requirements as being stimulating, enthusiastic, knowledgeable in their field, sincerely interested in the urban teaching-learning crisis, classified as outstanding teachers who can demonstrate what they profess, and who have the knowledge to develop behavioraly-oriented experiences will be selected for this program. Moreover, when related to certain instructional activities, instructional staff must be familiar with and utilize video-tape, audio-tape, team supervision and behavioral analysis systems to improve instructional (theirs and students') competence.

Where a void is found to exist in a certain instructional area, an instructor will be recruited to fill the position. Under certain circumstances, public school personnel who demonstrate outstanding skills will be encouraged to fill an instructional position. In an many instances as feasible, public school and other appropriate personnel will be used to augment instruction and supervision.

Arrangements have been made with the Director of the Education Division, SUCB, to allow instructional staff to teach on-site activities as part of their normal load. ~~Whild~~ They will be hired part-time for the summer

(see Summer Program description) to prepare course outlines, units, behavioral criteria, measuring devices, community and school related activities. In this way, all materials, outlines, instruments, measuring devices and activity descriptions will become property of the project.

B. Community Service Agents: The services of certain community social and educational agencies will be utilized whenever feasible to increase the potential of social, psychological and educational awareness. As most of these agencies use services of volunteers, their staff will supervise any students from this program as part of their normal workload.

C. District Teachers: As previously stated, twenty-four (eighteen regulars and six alternates) elementary teachers (some presently enrolled in the EPDA program) will be selected to participate in this program. (See section, Selection of Participants, for criteria). Teachers selected for the program will receive a $250.00 stipend per semester from the district for the duration of their participation in the project. The additional stipend is to encourage the best people available to enter into a differentiated staffing concept and to enable them to be properly reimbursed for the additional supervisory responsibilities involved.

D. Recruitment and Selection Agent: The Associate Director of Education, SUCB, who is responsible for the recruitment, selection and advisement of all elementary students, will be hired on a part-time basis to perform similar functions (in conjunction with the Project director) for this project. Included as part of his responsibilities will be the development of application forms as well as recruitment and selection procedures.

He will work closely with the Advisory Committee, School District

Personnel and Project Director in nominating qualified students for entrance into the program. In addition, he will be responsible for advising participating students relative to meeting college requirements and for counseling students who wish to drop out of the program.

E. Field Experience Coordinator: A person from the Lackawanna community, one preferably qualified by virtue of extensive community agency involvement and by sharing the respect of the community at large, will work with college and district instructors and the Project Director to arrange for desirable learning opportunities for college students. Such a person will be employed on a part-time basis to ensure that activities are not only constantly available, but so that sufficient numbers of experiences are available to provide for program flexibility and enrichment.

F. Housing Coordinator: It is anticipated that many of the students selected will not have transportation available to allow them the feasibility of daily transport from the college to Lackawanna and return. The Housing Coordinator will survey housing availability and contact landlords relative to the feasibility of student housing. He will, after housing has been approved by the Project Director and a college student housing officer, complete arrangements for student living accommodations.

As facilities will be needed for each successive (in accumulating fashion, as in full cycle. 54 students will be involved in the program) stage or phase, the Director of Housing will be employed on a part-time basis for the summer and academic year.

V. Summer Program

A. Curriculum Development

The summer program represents basically one of preparation for the first academic year. The preparation could be looked upon as a curriculum development venture, involving college personnel, LEA staff and community social agents.

While courses with similar titles have been offered before, the task of the summer curriculum planning group will be to develop course plans and materials to include advantageous utilization of community resources and to elicit the delineation of behavioral criteria by which participants can be assessed. In addition, a variety of newer techniques such as micio-teaching, simulation, video-taping, and use of analyses systems will be ~~enforced~~ INFUSED into the activities as ways in which participants can meet behavioral criterion in an individualized fashion. College instructors and LEA teachers will work together to provide a meaningful set of experiences and to develop the behavioral criteria. The National Elementary Model Program proposals will also be reviewed to obtain pertinent ~~generalization~~ b/e data.

Augmenting this team will be the Field Experiences Coordinator who will help provide a broad array of experiential possibilities for the participants. Once the instructional experiential needs have been defined, the Coordinator will finalize committments with the necessary agencies.

Although behavioral criteria and instruments for measuring same will be initially developed during this summer program, instructors, social agents and LEA teachers will work throughout the year to refine resources, materials, assessment schemes, etc. It is expected that all teaching materials will be refined, field tested, and synthesized by the end of the first year so that a general "program package" will become available under the ownership of the project.

During the Spring, 1970, a survey will be taken among the elementary administrators and teachers to determine the in-service instructional needs for the 1970-71 academic year. As both groups will be allotted one in-service course per semester, the four college instructors selected to teach those courses will develop behaviorally oriented course material during the summer. The college instructors will also have the services of the Research Coordinator and Coordinator of Field Experiences available to them for program development.

As the normal student teaching program would most likely change drastically in a differentiated staffing framework, ~~the~~ A national committment EE evaluation of (Richard Colier, National Executive Secretary for AST) will be employed to provide guidance in developing new role definitions and related behavioral criteria. These materials will be refined during the first year of operation on a pilot basis (twelve students per semester) and be utilized fully with the first Phase III group of students and teachers in the Fall, 1971.

B. Recruitment, Selection and Housing

Meanwhile, the Coordinator of Recruitment and Selection of Housing will work to see that recruitment and selection obligations are fulfilled and that students needing local housing have approved facilities. The Coordinator of Recruitment and Selection will also work out each selected student's tentative academic program with the student and program director so that appropriate experiences can be arranged.

C. Research Design

A Research Coordinator will work with the curriculum planning team to design a research package for the college offered portion of the program. This would include development of assessment instruments, testing of same, and means of assessing changes in behavior of college and LEA personnel and college students. In addition the Research Coordinator's function would be to develop a research design to assess the changes in behavior of children, teachers, administrators, and others as a result of this program. Also, an evaluation of curriculum

changes and methods of curriculum planning will be undertaken. As several advanced doctoral candidates from SUNY at Buffalo will be studying this program through different sets of lenses, the Research Coordinator will also coordinate these efforts.

In keeping with the refinement of assessment instruments and utilization of trained personnel to judge classroom performance, three LEA teachers and/or student participants will be trained to judge video and/or audio taped lessons regarding the use of several assessment instruments. Such instruments might include the Inquiry Process Grid, OsCar (VI), Interaction Analysis, and the Socio-Emotional Climate Index. The three judges will analyze tapes during the academic year and will provide rapid feedback to teachers and students.

D. Orientation

All LEA participants, teachers and administrators, college staff and social agency representatives will be involved in a three-day in-service workshop during August. The purpose of this workshop is to provide adequate orientation to all participating personnel so that the program can begin in the Fall with few problems. Also during this time a one-day orientation for the college students will be planned, so that basic ground rules of operation will be clear.

E. Extended Educational Opportunities

While the main functions of the Advisory Committee will be continued as previously described (see Planning Task Force), they will also, during the summer and following academic year, investigate the feasibility of extending educational opportunities to other groups of people. One such group represents the few para-professionals and aide now on payroll; some opinion has been expressed that an attempt should be made to provide some route to a college education for them. Another group consists of those high school graduates from the district who, while being capable students, for one reason or another were unable to enter college. Still another group is represented by those adults who work to extend their education through a continuing education program. An extension of this latter

possibility has been investigated by the Project Director with Dr. F 11, SUNYAB. The extension of the concept may emenate from the joint efforts of SUCB and SUNYAB in helping the community plan its ~~new~~ own adult-oriented education program.

VI. In-Service E ucation

As stated in the previous sections, in-service course work will be provided during the 1970-71 academic year for administrators and teachers. Course selection will be determined by a survey of district needs and appropriate courses will be developed. Such experiences as oral language development, social foundations of education (related to Lackawanna community), supervisory techniques, and curriculum development may be appropriate.

As the instruction will be paid for by grant funds all participants will attend tuition free and gain appropriate college credit. Awarding of college credit for graduate courses is in no way to be interpreted as guaranteed admission into the master's program, SUCB.

VII. Planning

A. Advisory Committee

Continuous planning will take place through several groups. The current Planning Task Force will change to the program Advisory Committee. This committee will function over the summer and will meet regularly during the academic year. Its task will remain essentially the same as in the current program, that is, to review program operation and program planning and to make recommendation and advise from a community representative viewpoint. Makeup of this committee will basically be maintained as in its present status.

B. Curriculum Committee

Another group will be formed to become involved with continuous review, planning and revision of both the teacher preparation program and participating classroom curricula. This group will be composed of representatives of the college instructional staff, college students, LEA teachers (teachers, professional and amateur included) and administrators, selected community social

agents, the Director of the Education Division, SUCB (or his delegate) and the Program Director.

C. Other

The total staff of college instructors and LEA teachers and administrators and college students will meet according to demands of the situation. Continuous feedback will be sought and suggestions implemented when appropriate.

All planning groups will be consulted in the constant revision of program implementation and evaluation. Also, they will help determine the direction of program development for ensuing proposal presentations.

VIII. Evaluation

Evaluation of this program will come about through various means. In each case, written reports will be submitted to the Program Director and accumulated into a total representative document. Depending upon the kinds of data collected, the total package might very well be written into a study of an urban community and a program developed to meet its, and an urban teacher preparation institution's needs. This could then serve as a model program which may carry broad-reaching ~~implementation~~ IMPLICATIONS for similar communities throughout the nation.

The following is a summary of the means of evaluation:

A. Project Research Director:

The Director of Project Research will establish research designs and co-ordinate the total research package to obtain objective data related to:

(1) Changes in behavior of:

   a. LEA children
   b. college students
   c. LEA staff (teachers and administrators)
   d. college staff

(2) Community reaction

(3) Changes in curriculum development (LEA)

(4) Development of urban teacher education curriculum

(5) Constant feedback from all planning groups and participants

(6) Determination of behavioral criteria and means of assessment for all activities (both undergraduate and graduate)

B. Analysis Systems Research:

The use of data collected by analysis systems' judges (LEA) will allow a research study to be conducted and reported in written form by the Teachers' ~~Living~~ LEARNING Center, SUCB. In this way the reliability and validity of various behavioral analysis systems can be determined in an objective manner. Also, accompanying changes in behavior can be catagorized . These data can be utilized for such things as self-assessment and corresponding commentary on behavior as well as adding to the fund of knowledge relative to teacher-learner assessment by certain kinds of behavioral criteria.

C. SUNY at Buffalo Doctoral Students

Through the cooperation of Dr. Charles Fall, SUNY at Buffalo, arrangements are being made to direct the reviews of an advanced doctoral student dissertation team toward a cross-discriplinary study of various facets of the program. Doctoral candidates from such areas as higher education, curriculum, elementary education and social foundations will be guided in doing doctoral dissertations involving corresponding areas of concern.

Moreover, in a fashion similar to SUNY at Buffalo's Ellicott District Project, a team of advanced graduate students in such disciplines as law, medicine, sociology, and social welfare will be recruited to initiate a study of the community and to serve as resource personnel to SUCB students and others throughout the tenure of the program. This will be a companion study to the Ellicott District Project, with resulting data being utilized as a basis for future urban teacher education programs.

D. National Evaluation

Members of the national evaluation team operating in the current program will be asked to consult about and evaluate certain phases of the project. In particular, Dr. Roy Edelfeldt, Executive Secretary, NCTEPS, will be asked to consult in the areas of differentiated teaching staff and the teachers association role in that concept. Dr. Richard Collier, Executive Secretary, AST, will be asked to consult in the area of changes in the student teaching portion of the program.

IX. Selection of Participants

Selection procedures and criteria for selection of teachers and college students have been assembled.

A. Teacher Selection:

While a built-in selection system could have been established to cull a number of teachers from the present in-service teacher group, every effort was made to establish techniques fair to all who wished to apply. The Planning Task Force and district administrators, along with SUC at Buffalo staff developed interview procedures and administrative reference forms and the like to meet this end. (See Appendices IV and V). The new program has been described to the Teachers Association and members of the elementary faculty were invited to participate. The following criterias represent some of the considerations made in selecting teachers for the program:

(1) teaching ability

(2) certification status

(3) leadership ability

(4) potential service to the district

(5) interest and desire

(6) recommendations of building principal

(7) results of personal interview

B. Student Selection:

With reference to selection of college students, a brochure (Appendix IX) describing this program has been proposed and disseminated to students at SUCB to potential junior college transfers and to high school guidance counselors (for future enrollment). In addition, the Planning Task Force, along with the Coordinator of Recruitment and Selection and the Program Director, have developed application forms, personal interview schedules and reference forms (Appendices VI-VIII). Criteria for selection of students include such as the following:

(1) must have obtained 60 credit hours in Arts and Science courses

(2) satisfactorily completed application procedures

(3) meet recommended reference standards

(4) fulfill personal interview obligations

(5) be willing to live in community

(6) be acceptable for admission to SUCB (or be a matriculated student).

A group of 25 to 30 students will be screened by the Coordinator of Recruitment and Project Director. Interviewing teams composed of various members of the Planning Task Force will ultimately select 18 final candidates and several alternates for the Fall, 1970. LEA interview procedures are currently being developed by the Planning Task Force.

Students will need to be registered for this program under special arrangements with the College Registrar. It is anticipated at this time that participants will begin each fall semester's phase according to the Lackawanna Public School calendar. By beginning their program on opening day (after having been included in district orientation excercises, etc.) students can not only gain added insight into the organization needed to begin a school year, but will be able to help in establishing classroom routine as well. During the first week of school, students will serve in classroom during the morning and be involved in daily afternoon orientation sessions. Actual class instruction and fulfillment of differentiated staff tasks will begin the following week, to coincide with the college calendar.

Students will be registered each semester under special arrangement with the College Registrar. This will guarantee spaces in the program and in courses needed for graduation upon return to college.

Students entering this program will be under no obligation to apply for a teaching position in Lackawanna upon completion of their program. On the other hand, the Lackawanna Public Schools will be under no obligation to hire any applicant. However, it is expected that a mutual "seeking out" will occur with participant and school district arriving at a mutually satisfactory decision.

X. Public Relations

While many groups have already been apprised of this program, it should be emphasized that these same groups will be made progressively aware of the program implementation, planning and evaluation. This communication will take place in part by representation on planning committees and in part by other public relations means.

A. Personal Conveyance

The Project Director and/or various members of the Planning Task Force have presented this basic proposal to the following groups:

(1) LEA Elementary Administrators

(2) Members of the Board of Education

(3) LEA Teachers Association Executive Committee

(4) LEA Teachers Association (all elementary teachers)

(5) Community Social Agencies Workstaff and Leadership

(6) City-wide PTA membership (from all seven elementary buildings)

(7) SUCB Curriculum Committee

(8) SUCB Department Chairmen

B. Media Release

News releases are in preparation and will be presented to the public after all of the above groups have been apprised of the program. In addition, continuous news coverage relative to ongoing program activities will be planned and coordinated by the Program Director.

C. Publications

An article similar to the "Overview" of this proposal appeared in the January issue of the Equal Educational Opportunity Newsletter (NYSTA). In addition, a feature article on this project has been prepared for the SUCB Professional Studies Newsletter, which will be disseminated to such people as public school administrators and teachers, alumni, graduate students and College Dean and Directors of Education Programs nationwide. An LEA representative (Mr. Donald Graves) and the Project Director have prepared an article relating to the project and have submitted it for publication.

As the program develops, the Director, in cooperation with other interested participants (students, teachers, staff, etc.) will prepare written material describing various aspects of the program. It is anticipated that some of the research, as well as descriptive studies, might be added to the fund of data being assimilated in educational journals.

XI. Budget

The following budget is presented as the basic minimum funding needed to plan and implement the first year of operation. As this is a three-phase program, it will take a minimum of three semesters to reach full potential. Submission of this current proposal and budget is predicated upon the understanding that approval thereof will be a clear indication of planned continued support from the State Education Department.

The level of support from the school district ($72,482) and SUCB ($65,320) offers a substantial measure of their committment to this project. If the support is augmented by EPDA funds on a continuing basis (for several re-cycling opportunities), it seems reasonable to expect that a sizable amount of data pertinent to urban education, urban teacher education, behavioral assessment, and the like can be collected, interpreted and dissemenated for the ultimate benefit of all concerned groups, particularly in terms of increased gains toward a solution to the urban education problem.

Project No. _____ Grant No. _____

Dept. Use Only Dept. Use Only

INSTRUCTIONS

Complete this form in pen or by typewriter. Submit six (6) completed copies directly to appropriate program coordinator's office in the New York State Education Department, Albany, New York 12224.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Educational Finance
FEDERALLY AIDED PROGRAMS
Albany, New York 12224

PROPOSED BUDGET FOR THE
OPERATION OF A FEDERAL PROJECT
FA-10 (3/69)

1969-60 Funded Projects

Project Title State University College - Lackawanna Undergraduate Urban Teacher Education Program

Project Schedule: Beginning Date June 1, 1970 Ending Date June 1, 1970(Phase I

Name of Agency Administering Project Lackawanna City School District

Legal Name Lackawanna City School District County Erie

Mailing Address 500 Martin Road, Lackawanna, New York

Chief Administrative Officer Mr. James Downey Telephone No. 826-1500

GENERAL DIRECTIONS

1. Any increase in the number of and/or change in type of personnel items requires prior approval through a budget amendment. Also consultant salaries over $100 per diem must be prior approved.

2. Any increase in the number and/or change in type of equipment items having a unit value of $50 or more (budgeted under category 1230) requires prior approval through a budget amendment.

3. All out-of-state travel must be itemized and any changes or additions to this category must be prior approved.

4. Any time a budget subtotal category (salaries, contracted services, travel) is increased by more than 10 percent prior approval must be obtained. However prior approval is not required if the change does not increase the original budget subtotal by more than $500.

5. The total budget grant amount however may not be increased without prior approval.

Check Appropriate Federal Program Source of Funds: (Check One Box Only)

- ☐ Adult Basic Education
- ☐ Education Professions Dev. Act
- ☐ ESEA I
- ☐ ESEA III
- ☐ ESEA VI
- ☐ Migrant Program
- ☐ NDEA VA
- ☐ Vocational Education
- ☐ Welfare Education
- ☑ EPDA II B

100 PROJECT ADMINISTRATION

Include herein those administrative costs which are directly attributable to this project. Those central administrative costs which must be prorated among several Federal projects should be listed in the separate Form FA-110 (CENTRAL ADMINISTRATIVE BUDGET). For each professional level administrative position listed herein, enclose two completed copies of FA-50 (SPECIAL PROGRAM ADMINISTRATIVE AND SUPERVISORY POSITION DESCRIPTION).

110 Salaries for Project Administrative Personnel: Salaries for legal services, business administration and fiscal control.

Specific Position Title	Estimated Number Total	FTE*	Project Salary
Project Director			
A Summer	1	Full time (June, July)	$3,000 + $750 fringe
B Academic Year	1	1/4 overload	$3,000 + $750 fringe

(Continued on page 2a)

$ 7,500.00 110
In kind $8,900 (SUCB)

110.10 Salaries for Project Research and Evaluation

Specific Position Title	Estimated Number Total	FTE*	Project Salary
National Evaluators			
A Summer	2	7 days each @ $100/day	($1,400)
B Academic Year	2	15 days each @ $100/day	($3,000)

(Continued on page 2a)

$ 13,100 110.10

110.16 Salaries for Project Dissemination and Replication

Specific Position Title	Estimated Number Total	FTE*	Project Salary
Preparation of "canned" presentation relating to project description --			

$ 1,500.00 110.16

ADMINISTRATIVE SALARIES SUMMARY (Sum of 110, 120, and 130)

Professional Salaries Subtotal $ 32,725 + 26,900 (SUCB+ LEA)

Nonprofessional Salaries Subtotal $ 2,625

120 Contracted Services for Project Administration (includes consultant services)

Purpose of Expenditure	Per Diem Rate (if consultant)	Total Amt. of Contract
Coordinator of Recruitment and Selection and Advisement		
Spring - Summer, 1970	30 half days @ $50/day	$1,500 + $ 375 ($1,875)
Academic Year	20 half days @ $50/day	$1,000 + $ 250 ($1,250)

(Continued on page 2a)

Subtotal $ 10,625 120
In kind $ 18,000 (LEA)

*Full Time Equivalent

110 Project Director

+ Academic Year	1	1/2 time load @ $7,200 reduction	($7,200 + $1,720 fringe + 8,920 (SUCB In Kind)

Total EPDA $7,500
In Kind $8,920

110.10 National Evaluators

Judges for Behavioral Analysis Systems

Summer	3	$120 each/week for one week	($ 360 + $ 90 fringe)
Academic Year	3	$ 25/day each for 40 days	($3000 + $750 fringe)

Research Consultant

Summer	1	$1000
Academic Year	1	$2500

Analysis Systems Research

Academic Year	1	$1000

120 * LEA Professional Staff Services (In Kind) $18,000

Advisory Committee (15 members)

Summer	5 meetings @$20/mtg/person	$ 1,500
Academic Year	10 meetings @$20/mtg/person	$ 3,000
College-LEA Curriculum Planning Committee(10 members)	15 meetings @$20/mtg/person	$ 3,000

Total EPDA $10,625
LEA In Kind $18,000

130.2 Travel Expenses for Project Administrative Personnel

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure
Project Director			
Summer	SUCB to LEA and return	Coordination of Program	$ 175.00
Academic Year	SUCB to LEA and return plus visitation to schools	Coordination of Program	$ 650.00

(Continued on page 3a)

Subtotal $ 1,625 130.2

130.3 Other Expenses: Project administrative supplies and materials, postage, etc.

Description of Item	Quantity	Proposed Expenditures
mimeo paper and masters ditto paper and masters bond paper secretarial miscellaneous postage index cards envelopes	estimated	$1,000

Subtotal $ 1,000 130.3

200 INSTRUCTION

210 Salaries for Professional Personnel: Salaries of assistant principals, other personnel performing the functions of supervisors of instruction, teachers, school librarian, television personnel. For each supervisory position listed herein (assistant project director, project supervisor, etc.), enclose two completed copies of Form FA-50 (SPECIAL PROGRAM ADMINISTRATIVE AND SUPERVISORY POSTION DESCRIPTION).

Specific Position Title	Estimated Number Total	Estimated Number FTE*	Project Salary
* Lead teachers	18	part time	$11,250 (LEA cash) (18 @ $500/yr = $9000 + $2250 fixed charge)

Subtotal $_____ 210

*Full Time Equivalent

LEA cash $11,250

130.2	Academic Year	Dissemination of information about Project at conferences, and visitation of similar projects	$ 800.00

215 Salaries for Nonprofessional Personnel: Salaries for teacher aide, secretarial and clerical assistance, and others in support of the professional personnel.

Specfic Position Title	Estimated Number Total	Estimated Number FTE	Project Salary

(See page 4a)

Subtotal $ 14,948 (215)

250.3 Contracted Services for Instruction: (Includes consultant service)

Purpose of Expenditure	Per Diem Rate (if consultant)	Total Amt. of Contract

(See page 4a)

Subtotal $ 4,000 (250.3)
In kind $56,420 (SUCB)

250.2 Travel Expenses for Instruction

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditures

(See page 4 a)

Subtotal $ 1,020 (250.2)

215	Project Secretary June 1, 1970 - June 1, 1971	1	full time	$7,200 + $1,440	fringe
	Field Experience Coordinator Summer	1	20 half days @ $40/day	$ 800 + $ 160	fringe
	Academic Year	1	30 days (one day/wk) @ $40/day	$ 1200 + $ 40	fringe
	Housing Coordinator Summer	1	10 days @ $30/day	$ 300 + $ 75	fringe
	Academic Year	1	15 days @ $30/day	$ 450 + $ 113	fringe
	Analysis Lab and Project Library Asst. Academic Year	5	36 evenings each @ $15 per evening ($15 + $180)	$ 2700 + $ 270	fringe

250.3	Consultants for Special Instruction to college students and faculty, LEA teachers, administrators and social agency personnel	20 days @ $100/day 30 days @ $ 50/day 20 days @ $ 25/day		$ 2,000 1,500 500
	* SUCB instructors for college students	3 1/2 instructors @ $13,000 each	($45,500 + $10,920 fixed @ 24%)	

250.2	Instructional Staff Academic Year	SUCB to LEA and return	Instruction of college students and LEA staff	$1,020

Other Instructional Expenses

220 Textbooks - Textbooks furnished free to all pupils of one or more specific classes, grades, or schools.

Subject Area	Quantity	Proposed Expenditure

$[ ] 220

230 School Library Resources (cataloged and processed): School library books, any reference books, periodicals and newspapers for use by the school library, audio-visual materials (not equipment) used in the instructional program. Include only materials to be used in the school library or materials center.

a. School Library Resources (other than textbooks)	Quantity	Proposed Expenditure
(1) Books	200	$ 1,000
(2) Periodical subscriptions	15	$ 300
(3) Other printed library materials		$ 100
(4) Audiovisual Materials		$ 2,000
b. Costs of Acquisition		
(1) Cataloging and Processing Charges (including cost of pre-processing & processing kits)		$
(2) Ordering Charges		$

Total $ 3,400 230

240 Other Miscellaneous Expenses for Instruction: includes teaching supplies and materials

Description of Item	Quantity	Proposed Expenditure
1. Programmed Learning & Workbook Materials	20	$ 200.00
2. Testing Supplies for 18 classrooms, teachers, students, etc.		500.00
3. Classroom Supplies & Materials		200.00
4. Miscellaneous Supplies & Expenses (Instruction)		400.00
Video tape, audio tape, equipment and supplies for analysis, micro teaching, etc.		$ 1300.00 240

Subtotal Other Expenses (Sum of 220, 230, and 240) $ 5000.00 (LEA cash)
$ 4700 + $ 5000 (LEA)

260 STAFF DEVELOPMENT (Recruitment & Training)

260.1 Salaries or Stipends for Staff Development

Specific Position Title	Estimated No. of Positions Total	FTE	Project Salary
1. Teachers			$ 4,245 + $ 20,000 (LEA in kind
2. School Administrators			600 + 13,500 (LEA in kind)
3. Trainers of Teachers			14,960
4. Pre-service Trainees			
5. Other (attach explanation)			

(See page 6a)

Subtotal $19,805 + 33,500(LEA in kind) 260.1

260.4 Contracted Services for Staff Development: includes consultant services

Purpose of Expenditure	Per Diem Rate (if consulted)	Total Amt. of Contract
Staff Development - Administrator	30 days @ $50/day	$1,500 + $ 375 ($1,875)
Staff Development - Teachers	30 days @ $50/day	$1,500 + $ 375 ($1,875)
Refinement of Behavior Assessment Criteria, Instruments and Experiences and Supervision of Clerical Experiences	6 @ $800 6 @ $400	$4,800 + $1,200 ($6,000) $2,400 + $ 600 ($3,000)

Subtotal $ 12,750 260.4

260.2 Travel for Staff Development

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure
LEA staff	Urban Ed. Program, Differentiated Staffing Program and Behavioral Assessment Projects	Developing LEA program in same direction	$ 500
College staff			$ 300

Subtotal $ 800.00 260.2

60.1	1. Teachers --	a. *24	In-service (LEA) Release time equivalent 2 full time teachers (2 @ $10,000)	$20,000 (In Kind)
		b. 27	3 half days @ $60/teacher (Summer)	$ 1,620
		c. 3	20 half days @ $35/session (Summer)	$ 2,100 + $ 525 ($2,625
	2. School Administers --			
		a. 10	3 half days @ $60/person (Summer)	$ 600
		b. *15	In-service (LEA) Release time equivalent 3/4 full time adm. @ $18,000	$13,500 (In Kind)
	3. Trainers of Teachers --			
		a. 16	20 half days @ $35/session (Summer)	$11,200 + $2,800($14,00
		b. 16	3 half days @ $60/person (Summer)	$ 960

Other Expenses for Staff Development

260.5 Tuition for Staff Training

Name of Institution Where Trng. Conducted	No. of Trainees	Purpose of Program	Tuition Costs Indv.	Tuition Costs Total

$ [ ] 260.5

260.6 Inservice Education Expenses for Staff Training: includes conferences

Purpose	No. of Participants	Rate of Charge	Estimated Cost
Release time for travel to projects, programs, conferences	20	$35/day	$ 700 + $ 175 ($ 875)

$ [875.00] 260.6

260.3 Other Miscellaneous Cost

Description of Item	Quantity or Description	Proposed Expenditure
1. Rental of Equipment (attach explanation)		
		$
2. Other(attach explanation)		
* Overhead in facilities, maintenance - 5% of EPDA grant	LEA (In Kind)	$ 4,712
		$ 4,712 (LEA In Kind)

$ [ ] 260.3

Subtotal of Other Staff Development Costs
(Sum of 260.3, 260.5, and 260.6) $ 875 + $4,712 (LEA In Kind)

300 GUIDANCE AND ATTENDANCE SERVICES

310 Salaries for Guidance and Attendance Services: (a) payroll services for Guidance officers, school psychologist and directors, attendance officers, visiting teachers, and school social workers (b) payroll services for secretarial and clerical assistances to any of the aforementioned personnel.

Specific Position Title	Estimated No. of Positions Total	FTE	Project Salary

Professional Salaries Subtotal $_____

Nonprofessional Salaries Subtotal $_____

Total Guidance & Attendance Salaries $[ ] 310

320.4 Contracted Services: includes consultants services

Purpose of Expenditure	Per Diem Rate (if consultants)	Total Amt. of Contract

Subtotal $_____ 320.4

320.2 Travel Expenses for Guidance and Attendance Services

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure

Subtotal $_____320.2

320.3 Other Expenses for Guidance and Attendance Services

Description of Item	Quantity	Proposed Expenditures

Subtotal $_____320.3

400 HEALTH SERVICES

410 Salaries for Health Services - Payroll salaries for health services of (a) school physicians including psychiatrists (b) school dentists (c) school nurses (d) school secretarial and clerical assistants and attendants.

Specific Position Title	Estimated No. of Positions Total	FTE	Project Salary

Salary Subtotal $_____ 410

420.4 Contracted Services

Purpose of Expenditure	Per Diem Rate	Total Amt. of Contract

Subtotal $_____ 420.4

420.2 Travel Expenses for Health Services

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure

Subtotal $_____ 420.2

420.3 Other Expenses for Health Services - Supplies for health services and miscellaneous expenses for health services including payments made on a free or contracted-service basis.

Description of Item	Quantity	Proposed Expenditure

Subtotal $_____ 420.3

500 PUPIL TRANSPORTATION SERVICES

510 Salaries for Pupil Transportation Services: Payroll salaries of pupil transportation personnel whose services would be directly attributable to the proposed project

Specific Position Title	Estimated No. of Positions		Project Salary
	Total	FTE	

Subtotal $_____ 510

520 Contracted Services and Pupil Carriers: (a) Contract expenditures to owners who operate vehicles to transport pupils, (b) expenditures to parents for transporting children, (c) expenditures for transportation on public carrier vehicles being used by the general public regardless of whether payments are to pupils or carriers, and (d) any travel allowances paid to pupils.

Description of Item	Proposed Expenditure

Subtotal $_____ 520

560 Other Expenses for Pupil Transportation - Includes gas, oil, insurance, and maintenance to be reimbursed at 10¢ per mile.

Number of Miles (1)	Rate @ 10¢/mile (2)	Proposed Expenditures (1 x 2)

Subtotal $_____ 560

600 OPERATION OF PLANT

610 Salaries for Operation and Maintenance of Plant: Payroll salaries of personnel directly engaged in keeping the physical plant open and ready for use under this

Specific Position Title	Estimated No. of Positions		Project Salary
	Total	FTE	

Salary Subtotal $_____ 610

560 Other Expenses for Operation of Plant: (a) Contracted services for operation of plant and (b) heat and other utilities for operation of plant

In reference to heat, light, or water, any proposed expenditures must be directly identifiable with and attributable to this special project If a facility proposed for use in this project is to be used solely as a special project center and more than one special project or program is to be conducted herein, the proposed expenditures for heat, light, and water relevant to this project must correspond to an equitable determined proration of total expenditures for these utilities.

If the facility is not a separate special project facility, anticipated expenditures for heat, light, and water are allowable only if this project is to be operated at a time when no other educational program or other activity is to be in operation. In such an instance, proposed expenditures for heat, light and water should be determined as follows:

$$\frac{\text{No. of hours per week this proposed special project is anticipated to be in operation*}}{\text{Total gross no. of hours per week all other programs or activities are anticipated to be in operation in facility}} \times \text{Anticipated expenditures for provision of heat, light, and water during the project period}$$

*NOTE: Include only those hours of week in which no other activity operated in building.

Description of Item	Proposed Expenditures

Subtotal _____ 660

700 MAINTENANCE OF PLANT

710 Salaries for Maintenance of Plant: Salaries of personnel directly engaged in maintenance activities such as carpentry, painting, plumbing, electrical work, maintenance of grounds, etc., under this program.

Specific Position Title	Estimated No. of Positions		Project Salary
	Total	FTE	

Subtotal $_____ 710

740 Other Expenses for Maintenance of Plant: (a) Contracted services for maintenance of plant, (b) replacements of equipment, and (c) miscellaneous expenses, including those for supplies, for maintenance of plant.

Description of Item	Proposed Expenditures

Subtotal $_____ 740

810 EMPLOYER CONTRIBUTION FOR EMPLOYEE BENEFITS

(See appropriate issue of School Financial Aid Bulletin or Federal Aid Handbook for specific rates to be used for this Federal Project.)

Item	Proposed Expenditures
1. Social Security	$
2. Retirement	$
3. Health Insurance	$
4. Workmens Compensation Insurance	$
Subtotal	$_____ 810

830 RENTAL OF LAND AND BUILDINGS

Such rented building space used to house children must be approved by the Division of Educational Facilities Planning.

Description of Item	Proposed Expenditures

Subtotal $_____ 830

900 FOOD SERVICES

910 Salaries for Food Services: Payroll salaries for food services as relevant to those personnel whose purpose is the preparation and serving of meals or snacks in connection with project activities.

Specific Postion Title	Estimated No. of Positions		Project Salary
	Total	FTE	

Salary Subtotal $_____ 910

920.4 Contracted Services

Purpose of Expenditure	Per Diem Rate	Total Amt. of Contract

Subtotal $_____ 920.4

920.2 Travel

Purpose of Travel	Destination	Proposed Expenditure

Subtotal $_____ 920.2

920.3 Other Expenses for Food Services: (Does not include equipment)

NOTE: LUNCHES (AND COST OF FOODS) WHICH QUALIFY FOR NATIONAL SCHOOL LUNCH (OR SCHOOL MILK) REIMBURSEMENT PROGRAMS WILL NOT BE REIMBURSED UNDER THIS PROJECT.

Description of Item	Proposed Expenditures

Subtotal $_____ 920.3

1000 COCURRICULAR ACTIVITIES

Cocurricular Activities: Interscholastic activities, entertainments, publications, clubs, bands and orchestra, or activities operated by the student body under the guidance and direction of adults.

1010 Salaries for Cocurricular Activities - Payroll salaries of personnel engaged in student body activities.

Specific Position Title	Estimated No. of Positions Total	FTE	Project Salary

Salary Subtotal $_____ 1010

1020.2 Travel Expenses for Cocurricular Activities

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure

Subtotal $_____ 1020.2

1020.3 Other Expenses for Cocurricular Activities - Supplies, contract services, and miscellaneous expenses for student body activities.

Description of Item	Quantity	Proposed Expenditure

Subtotal $_____ 1020.3

1100 COMMUNITY - HOME RELATIONS

1100 Salaries for Community - Home Relations

Specific Position Title	Estimated No. of Positions		Project Salary
	Total	FTE	

Salary Subtotal $_____ 1110

1110.2 Travel Expenses for Community - Home Relations

Position of Traveler	Destination of Traveler	Purpose	Proposed Expenditure

Subtotal $_____1110.2

1110.3 Other Expenses for Community - Home Services - Supplies, materials, contracted services, and miscellaneous expenses.

Description of Item	Proposed Expenditures

Subtotal $_____1110.3

1220.3 MINOR REMODELING

Pertinent here are expenditures for minor structural alterations and the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems, fire protection systems, and other systems in existing buildings. Minor remodeling usually takes place within the existing floor area. Repairs and replacement of service systems should be budgeted in the 700 Series. Building additions are not to be included here.

The gross claim for minor remodeling may not exceed $2,000 per room.

Description of Item	Proposed Expenditures

Subtotal $_____ 1220.3

1230 EQUIPMENT

Initial or additional items of equipment, such as furniture, furnishings, machinery, and vehicles that are not integral parts of the building or building service. Repairs and piece-for-piece replacements of equipment are not pertinent here; these pertain instead to the 700 Series, Maintenance of Plant.

Any and all equipment purchased in support of this project with a unit cost of $50 or more should be itemized in this category.

Item	Proposed Quantity	Unit Cost	Proposed Expenditures

Subtotal $_____ 1230

NOTE:
* = Cash or In Kind contributions from LEA or SUCB.

PROJECT OPERATIONAL BUDGET SUMMARY

ACTIVITY	CODE	SALARIES		CONTRACT SVC.	TRAVEL	OTHER
		PROFESSIONAL	NONPROF.			
ADMINISTRATION	100	$22,100 (* $26,920)	$	$10,625	$ 1,625	$ 1,000
INSTRUCTION	200	$ 4,000 (* $67,670)	$ 14,928		$ 1,020	$ 4,700 (* 5,000)
STAFF DEVELOPMENT	260	$ 19,805 (* $33.500)		$12,750	$ 800	$ 875 (* 4,712)
GUIDANCE & ATTENDANCE	300					
HEALTH SERVICES	400					
PUPIL TRANS.	500	XXXX			XXXX	
OPERATION OF PLANT	600	XXXX		XXXX	XXXX	
MAINTENANCE OF PLANT	700	XXXX		XXXX	XXXX	
EMPLOYEE BENEFITS	810	XXXX	XXXX	XXXX	XXXX	
RENTAL OF BUILDINGS	830	XXXX	XXXX		XXXX	XXXX
FOOD SERVICES	900					
CO-CURRICULAR ACT	1000					
COMMUNITY - HOME REL.	1100					
MINOR REMODELING	1220.3	XXXX	XXXX	XXXX	XXXX	
EQUIPMENT	1230	XXXX	XXXX	XXXX	XXXX	
TOTALS		$ 45,905 (*128,090)	$ 14,928	$ 23,375	$ 3,445	$ 6,575 (*9,712)

GRAND TOTAL $94,228 (* = $137,802)

CHIEF SCHOOL ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary and appropriate to the implementation of this project. I hereby certify that the Assurance of Compliance with Title VI of the Civil Rights Act dated March (month), 11 (day), 1970 (year) applies to the application submitted herewith.

A first advance payment of 25 per cent is hereby requested

Date _____ Signed _____
Chief Administrative Officer

Dept. Use Only:

Project No.: _____ Grant No.: _____

UAN: _____ LEA No.: _____

B. Budget Justification

110 -- The project firector will work full time during the months of June and July, 1970 for purposes of coordinating the ongoing work of all staff, communications, arrangements, recording and dissemination project data, and, in general, seeing that the project will be ready to begin as prescribed by the proposal.

The academic year load for the project director includes all of the above, plus responsibility for all project meetings and visitations from observers, the preparation of the subsequent program proposal, and for the preparation of the first year operational report.

110.10 -- Evaluation must come from a variety of sources to provide a more objective and complete view of the project fulfillment. National evaluators are being invited to view those portions of the program which deal with the' multiplicity of practicum experiences, the Teachers Association role in program construction, implementation and evaluation, and the differentiated staffing concepts contained therein.

In addition, judges are being trained to evaluate teachers and college students' ability to utilize a variety of behavioral analysis systems. A detailed study of the value of such work can help to provide data relative to performance assessment in a variety of settings.

A research consultant will be needed to plan and implement a massive research design to adequately assess the worth of this multifaceted project. He will, in addition, need to coordinate other research done by doctoral graduate students so that a complete picture of the research results may be gained. (See previous description of research package design).

100.16 -- To eliminate the tremendous duplication of time, materials, and effort which could be "burned up" by personally presenting an overview of this project for the frequent visitors (and at meetings, conferences, and the like), it is proposed that a "canned" presentation be professionally prepared.

120.00 -- The Coordinator of Selection and Recruitment has already been working regularly in fulfilling has functions as previously described. He will continue to work on the initial screening and interviewing of prospective candidates. In addition, he must provide continuous advisement relative to fulfillment of college requirements and invididualization of program completion procedures. He must also provide continuous publicity to those agencies from whom students are to be recruited and, on occasion make trips to some of those institutions.

The Advisory and Curriculum Planning Committees will require the presence of lay people, college and district staff beyond those hours normally included in a school day. They should therefore be compensated for services rendered to the project.

The LEA In Kind contribution of the equivalent of one full-time administrator represents the multitude of meetings, conferences, etc. which are attended by central office personnel to help in implementing this program. Three to five central office people are normally involved in meetings of this nature, which occur frequently for a variety of purposes.

130.2 -- Travel expenses are included in two categories. The first represents mileage from the college to the LEA and return, as this distance is thirty-four miles (round trip) further from the Director's home than is the college. The second represents travel to other urban and performance based projects and related conferences. The purposes of travel include educative prospects as well as dissemenating functions.

130.3 -- While it is impossible to judge the exact amount of supplies needed for this program, it is safe to indicate that the bulk of such will be in terms of duplicating supplies and materials.

210 -- The LEA Board of Education has agreed to finance an additional stipend to the teachers who participate in this program. The stipend represents a fee for additional planning, evaluative and other supervisory functions to be performed.

215 -- A full-time secretary will be needed to handle correspondence as well as preparation and dissemination of other communication materials for the various aspects of the program.

The Field Experience and Housing Coordinators are needed in both the summer and academic year to make certain that appropriate community resources are continuously and flexibly available for both the education program and for college student' housing needs.

The Analysis Laboratory and Project Library Assistants are to keep the LEA curriculum and instruction center open five evenings per week for utilization by project students, LEA teachers and SUCB staff. This will also provide an opportunity for several students to earn supplementary income while participating in the program.

250.3 -- Consultants referred to are to provide specialized matriculation for all participants in the program. To have greatest impact in bring about change through this program, top authorities will have to be brought to the LEA to work with the Board of Education, Central Office staff, administrators, teachers, college staff and students.

The SUCB staff will teach courses in this program as part of their regular load. As seven such people will be needed each semester, a total of fourteen (14) quarter time FTE or 3 1/2 full time FTE will be generated.

250.2 -- This item is included to reimburse college staff for travel which they would not normally incur if teaching on the SUCB campus for the same duration of time. The allowance amounts to one round trip from SUCB to LEA per week.

230 -- While students and teachers have the SUCB library available, the nature of this program severly limits utilization of that facility. Therefore, these items have been included to begin building resources that relate to urban education, differentiated staffing, analysis systems, behavioral objectives and performance assessment.

240 -- Materials will be needed to test all participants,(LEA students, SUCB students, LEA teachers, SUCB staff, etc.) relative to various program implications. Instructors at all levels will need to prepare instructional materials and will therefore need ample supplies.

In addition the LEA has agreed, as part of its contribution to the project, to purchase two sets of portable SONY video taping equipment and six Casette all-purpose audio tape recorder. These devices will be used to analyze teacher-learner behavior in a multiplicity of ways, including the use of micro-teaching, simulation, analysis systems, etc.

260 -- The LEA In Kind contribution (1a, 26) relates to released time for in-service education for administrators and teachers during the academic year.

Items 1b, 2a, and 3b, refer to reimbursing twenty-seven teachers,ten administrators and college staff for three half days of program orientation during the summer. This orientation will be conducted to bring all participants up to date on all plans and to familiarize them with materials, schedules, etc.

Item 1c and 3a relate to paying three LEA teachers and college staff to work with each other, community agents and a research person to develop specific program content, behavioral assessment criteria and instrumentation, and appropriate community and school activities.

260.4 -- The staff development for administrators and teachers relates to payment of graduate in-service course instructors for two courses each (one each semester) for those two groups. Courses will be identified by the respective groups and appropriate instructors will be hired to meet those needs.

The remaining portion of this budget item is included to pay college staff to refine established behavioral criteria and instrumentation for each set of experiences, and to supervise students in the practicum setting. In this way, materials can be developed and refined for project and Education Department use and dissemination.

260.2 -- Funds have been included to have SUCB and LEA staff visit programs and projects related to urban education, behavioral assessment techniques and differentiated staffing operations. Mutual understanding can better take place if these parties are able to jointly visit and react to such projects.

260.6 -- An appropriation has been included to hire substitute teachers for LEA teachers during visitations to other programs, projects, etc. This can be another means of staff development.

260.3 -- Normal maintenance will have to be provided for those facilities utilized by project participants. Janitorial services, certain supplies and facilities will be provided for by the district as an In Kind contribution.

Appendix I

SUCB - Lackawanna

Planning Task Force

(To be Advisory Committee)

SUCB - Lackawanna Task Force

NAME	OFFICIAL CAPACITY
1. James Young	Project Director
2. Marilyn Aszkler	Board of Education
3. Steven Korach	Asst. Supt. for Curriculum Lackawanna Schools
4. Harold E. Madar	Assoc. Supt. in Charge of Funded Projects
5. Edward J. O'Hara	Director of Elementary Education Lackawanna Schools
6. Donald Graves	Director of Reading Clinic Lackawanna Schools
7. K. Ogasawara	Friendship House
8. Rosemarie Starnes	Elementary Teacher
9. Joan Amrozowicz	Supervisor of Student Teachers SUCB
10. Linda Hartman	Student SUCB
11. Diane Ogasawara	Attorney Legal Aid Bureau
12. Robert Lisowski	Assistant Principal Lincoln Junior High
13. Cecil Wilson	Neighborhood CAO
14. Eula Royster	PTA Council City Wide
15. Loretta Barnett	Friendship House Former Para-professional
16. Helen Bonarek	President Lackawanna Teachers Federation
17. William Rade	Elementary Principal

Appendix II

A Design for Improving Teacher-Pupil Learning

LACKAWANNA CITY SCHOOL DISTRICT
500 MARTIN ROAD
LACKAWANNA, NEW YORK 14218

OBJECTIVE: A DESIGN FOR IMPROVING TEACHER PUPIL LEARNING

I PUPIL NEEDS

A. Program of oral language development

B. Individualization: Reading, writing, listening and other skills

C. Development of independent learning: Motivation, participation, appreciation

D. Pupil classroom mobility --

1. Movement within classroom from one learning center to another

2. Movement to resource centers outside classroom

E. Content relevancy --

1. Instructional content related to life experiences

F. Effective means of creative expression and appreciation of creative input (related to I C)

II TEACHER NEEDS

A. Assessment of pupil needs....diagnostic teaching

B. Motivational focus - reduce range in certification (K-3, 4-6, 7-9)

- program reinforcement in selected areas

C. Opportunity to gain skills in all areas --

1. Language problems, curriculum, multi-center activities,etc

2. Demonstrations by skilled team members

D. Teacher self assessment --

1. Measure of effectiveness - strengths, weaknesses

E. Curriculum revision --

1. Relate to current learning theories

2. Relate to pupil needs

F. Staff differentiation --

1. Teaching teams - including special teachers and resource people

2. Student teachers

3. Interns

4. Paraprofessionals

5. Clerical

G. Time factor --

1. Recrganization of school day

III PROGRAMS FOR TRAINING TEACHERS

A. Local in-service courses - during school year and/or in summer

B. Demonstrations by staff members (leaders)

1. Visits to other classrooms - other schools

C. Internships

1. regular school year

2. summer

3. curriculum writing teams

4. advanced training

D. University courses on our campus

IV ADMINISTRATIVE NEEDS

A. Define the role of the principal (Instructional leader)

1. K-4 - Principal as instructional leader

a. Clerical staff assistance

2. Other levels - staff leaders in various subject areas to team up with other principals

B. Time, methods, and instruments for teacher evaluation - and pupil evaluation (diagnosis,referral)

C. Curriculum evaluation and revision

D. Administrative autonomy and responsibilities to district

E. Financial program

Appendix III

Activities (Course) Descriptions

NOTE: Most descriptions represent present course content as indicated in SUCB college catalog. Although content may remain basically the same, each area will be reconstructed to utilize urban experiences and populations to an optimism degree. Several course descriptions are revision of catalog copy and are taken from the NYTEPS proposal (SUCB), funded by State Education Department, 1968-69. Such descriptions are prededed by an asterisk.

Activities (Course) Descriptions

Phase I

* Ed. 101 (urban) - Human Behavior and Development (3 cr.)

Survey of basic concepts, contemporary theories on human learning and behavior; physical, motor and cognitive development of children and adolescents; social and emotional development, and personality of children and adolescents. Illustrative populations will be primarily local, urban groups with reference to normative population studies; directed observation.
(new description will include activities in social agency and as a teacher-aide)

Ed. 203 (urban) - Educational Psychology (3 cr.)

Psychological principles underlying learning and effective teaching; the effect of social and personality factors on learning; assessment and evaluation of individual progress; diagnosis of difficulties in learning; discipline, programming, and planning as related to instruction; directed observation.
(new description will include activities in social agency and as a teacher-aide)

* Ed. 201 (urban) - School and Society (3 cr.)

Evaluation as a function of a democratic society; sociological and historical backgrounds of the schools; current issues and problems affecting the schools; objective, control and financial support of education in the State of New York and the U.S.; directed observation.
(new description will include extensive involvement in community activities)

Ed. _____ (urban) Oral Language Development (3 cr.)

This course will be developed and taught under the aegis of the Curriculum Department, SUC, Buffalo. Generally, this experience will be geared to prepare students to work with children for whom oral language development poses a major instructional problem. Such language deficiency in children may be attributed to the influence of first generation immigrant parents or to the variety of Black dialects.

Anthropology (urban) Influence of Nationality Groups on Education (3 cr.)

This course will be developed and taught under the aegis of the Anthropology Department, SUC, Buffalo. As negotiation is still underway to have a special course developed for this program, specific content is not available.

Phase II

* Ed. 202 (urban) Teaching the Language Arts (3 cr.)

Emphasis on urban language development, linguistic and dialect variances; analysis of urban-oriented materials and techniques; language experience approaches; urban interests.

Ed. 301 S.S. (urban) Teaching of Social Studies (3 cr.)
Ed. 301 S. (urban) Teaching of Science (3 cr.)
Ed. 301 M. (urban) Teaching of Mathematics (3 cr.)

These courses are now grouped under a single title, The Teaching of Social Studies, Science and Mathematics, but will be reconstructed by the Curriculum Department, SUCB, to fit the needs of three discreet course experiences related to the urban setting. Students will select two of these courses as a curriculum requirement.

A general description would include emphasis on urban ethnic cultures, contributions, uniqueness, and values; contemporary urban oriented materials, programs, curricula, and resources; analysis of materials and content for cultural conflict and urban reference; methods and materials based on visual presentations and pupil verbal behavior.

* Ed. 414 (urban) The Teaching of Reading (3 cr.)

Emphasis on informal and formal diagnosis, high interest-low vocabulary materials, adaptation of Pasal materials, linguistic and dialect adjustments, language-experience methods, visual materials, developing pre-requisite language behavior.

* Ed. 419 (urban) Methods and Materials in the Elementary School (3 cr.)

Designing, production, and utilization of materials production; utilization of diagnostic, instructional, evaluative, and display methods and materials. Emphasis on diagnostic methods and materials, observation instruments, worksheets, tests, audio and video tape, modifying commercial material content and format.

Phase III

Ed. 401 (urban) Practicum in Elementary School Teaching (12 cr.)

Teaching under supervision in elementary grade five days per week; group and individual conferences; individual and group instruction; daily and long-view planning; teacher-pupil planning; unit teaching; classroom management, routine procedure; audio-visual aids; community resources; record keeping; evaluation techniques; participation in total school program.

NOTE: This experience will be reconstructed to allow for the changing role of the student teacher in a differentiated staffing concept; also, emphasis will be placed on new National Association of Student Teaching guidelines.

Ed. 402 (urban) Seminar in Education (3 cr.)

Emphasis and implications with urban problems; new urban school roles micro-replication of research methods and techniques; community surveys of issues discussion of common and individual instructional and community problems; analyse of teacher-learner behavior and modification variables.

Appendix IV

Teacher Interview Scale

S.U.C.B. -- Lackawanna EPDA Project

CONFIDENTIAL

Flexible Teacher Interview Scale

NAME_____ DATE _____

1. Why are you interested in entering this program?

2. Describe what you think the program involves.

3. Have you ever had a student teacher? If so, how did you work with him (her)?

4. Have you taken any college courses? Where? When? How have they helped you relative to improvement of instruction?

5. Describe your general style of teaching.

6. Describe your professional and non-professional obligations. (family,etc.)

7. Are you willing to have your teaching observed?

   (a) As one means of assessment for inclusion in program this fall.

   (b) By visitors for general observation of the program.

8. What general type of student do you think will participate in the program?

9. Why should we choose you for this program?

Interviewed by _____

Appendix V

Teacher Reference Form

CONFIDENTIAL REPORT

ON

CANDIDATE FOR S.U.C.B. - LACKAWANNA EPDA PROJECT

NAME OF APPLICANT _____

Please rate the candidate relative to the following categories. Circle the numeral which best fits the description of the candidate regarding each item.

The numeral "1" refers to unsatisfactory; "2", below average; "3", average; "4", above average, and "5", good.

1. Ability to communicate with others

   (a) children 1 2 3 4 5

   (b) adults 1 2 3 4 5

   Comments:

2. Leadership potential (curriculum development, committees, etc.)

   (a) with children 1 2 3 4 5

   (b) with adults 1 2 3 4 5

   Comments:

3. Academic ability

   (a) verbal skills 1 2 3 4 5

   (b) written skills 1 2 3 4 5

   (c) knowledge of subject matter 1 2 3 4 5

   Comments:

4. Receptivity to others' ideas 1 2 3 4 5

   Comments:

5. Potential for professional growth 1 2 3 4 5

Comments:

6. Potential for contributions to the program 1 2 3 4 5

Comments:

7. Would you select this participant if you had sole responsibility for the program?

Yes _____ No _____

Please explain:

8. Other comments:

Principal's signature _____

Appendix VI

Student Application Form

APPLICATION FORM

State University College - Lackawanna Public Schools

Undergraduate Urban

Teacher Education Program

Mr.
Mrs.
Miss_____ Date_____
(Name In Full)

Present Address_____ Telephone_____

Permanent Address_____ Telephone_____

Social Security No._____ Military Status_____

Present Employment_____ Hrs. per wk._____

List any physical defects_____

List activities participated in while in high school_____

_____

_____

Activities in college_____

_____

_____

Background in foreign language_____

EDUCATIONAL BACKGROUND

School	Location	Dates	No. of Years	Diploma or Degree
H. S.				
College				

Current Cumulative Average_____

Where did you gain information about this program?_____

_____

_____

EXPERIENCES WITH CHILDREN

Place	Nature of Experience	Dates	No. of Yrs.

INTERVIEW

A personal interview is required before selection can be made. Are you willing to travel to SUCB and/or Lackawanna for this purpose?

YES _____ NO _____

Limitations? _____

_____

REFERENCES

Give at least three references by individuals who have first-hand knowledge of your character, personality, and scholarship.

Name	Position	Present Address

GENERAL STATEMENT

Please give below a statement covering any additional information which will help in your admission to this program, including such items as:

1. Your reasons for applying in this program.
2. Your aims in teaching.
3. Special experience, training, or interests not mentioned elsewhere.

Are you now, or have you ever been affiliated with a group which advocates a belief in opposition to the Constitution of the United States?

Yes____ No _____

Signature_____

Appendix VII

Student Reference Form

Confidential Reference Form

SUCB - Lackawanna Undergraduate Urban

Teacher Education Program

Mr.
Mrs.
Miss_____has applied to participate in the State University College - Lackawanna Undergraduate Urban Teacher Education Program. As this program involves a great deal of community involvement and a variety of experiences with children, please comment relative to your knowledge of the applicant as to the following: (1) experiences with children; (2) community involvement; (3) initiative and responsibility; (4) physical and emotional stability; (5) leadership potential, and; (6) industry.

How long have you known this applicant?_____

In what capacity?_____

_____

Mail to: Mr. Russell Macaluso
Associate Director of Education
State University College
1300 Elmwood Avenue
Buffalo, New York 14222

Signature_____

Position _____

Address _____

_____

Telephone_____

Appendix VIII

Student Interview Scale

SUCB - LACKAWANNA

UNDERGRADUATE URBAN TEACHER EDUCATION PROGRAM

Tentative Interview Questions for
Students

1. What is the reaction of your parents to your prospective participation in this program?

2. What are your family and/or work obligations and can they be adjusted?

3. Would this program cause any financial hardship for you? If so, how can we remedy this problem?

4. What are some of your special abilities in terms of work with children, peers, and other adults?

5. Do you anticipate that this program will involve experiences and activities different from those provided in a normal teacher education program?

6. How willing are you to make concessions of a personal nature?

7. What are your feelings toward interracial or interethnic socialization?

8. What are your feelings about living in the community in which this program will take place?

9. Why should we choose <u>you</u> for this program?

Appendix X

Teachers' Inservice Course Outline

Second Semester

1969-70

SUCB - Lackawanna EPDA Project

Teachers Inservice

Semester II, 1969-70

Tentative Course Outline

February 2:	Registration Introduction of Withall's Social-Emotional Climate Index Distribute Withall Handouts Reading Demonstration lesson/Withall (a) video tape (b) utilize typescript for February 9 Demonstration lesson follow-up Assignment of Mager's books
February 9:	Analyze typescript of video-taped lesson Review video tape Analyze divergent lesson typescript Reminder re: Mager assignment
February 16:	Discussion re: Mater's "Attitude" book Why behavioral objectives? Filmstrip -- General/worksheet Continue with filmstrips and worksheets Assign lesson to be taught after next week's class
February 23:	Review of Mager Class members' objectives/guidance at board Writing behavioral objectives for lesson to be taught Discussion of lessonobjectives from above Bridge the gap to Inquiry Process Grid Assignment of IPG to original teachers
March 2:	Introduction to IPG IPG handouts Demonstrate/ads Assignment: find one add for each call
March 9:	Read "Straight Line" story Evaluation of assignment (a) use two sets from class (b) one-to-one assignment Video = tape of Kelly typescript Assessment of Kelley typescript

March 16: Complete Kelley typescript analysis
Analyze Levin typescript
Assignment of future lesson to be taught

March 23: Prepare lesson to utilize IPG
(a) behavioral objectives
(b) possible queries
(c) criteria

April 6: Assessment of lesson from previous week

April 13, 20, 27:) "Differentiated Staffing"
)
May 4, 11, 18:) -- to be planned

Appendix XI

Administrators' Inservice Course Outline

Second Semester

1969-70

Education 631: Theory of Supervision, Lackawanna
Second Semester 1969-1970

Instructors: Young, Licata, Cohen, Payne

Tentative Outline, Part I

1.0 Supervision
  1.1 History
  1.2 Definition
    1.2.1 Antecedents
    1.2.2 Definition of Lackawanna

2.0 Leadership
  2.1 Administrative behavior
  2.2 Group Dynamics
  2.3 Politics in education

3.0 Processes
  3.1 Directing and Controlling
  3.2 Stimulating and Initiating
  3.3 Analyzing and Appraising
  3.4 Designing and Implementing

4.0 Tasks
  4.1 PODSCORB et al
  4.2 Systems analysis
    4.2.1 PERT

5.0 Products of Supervision
  5.1 Professional behavior
  5.2 Curriculum development
  5.3 Improvement of instruction
  5.4 Environment for learning

6.0 Participants
  6.1 Role theory
  6.2 Accountability
  6.3 Staff relationships
    6.3.1 Superordinates
    6.3.2 Subordinates
    6.3.3 Coordinates

NOTE: Remaining portions of semester is to deal with differentiated staffing and will be planned with SUCB staff, administrators and teachers.

SUCB-LACKAWANNA EPDA PROJECT

URBAN UNDERGRADUATE TEACHER EDUCATION PROGRAM

Robert L. Arends
Co-director SUCB

Donald Graves
Co-director LEA

Robert Simpson
Dean, Professional Studies

James Downey
Superintendent LEA

John Mulhern
Director, Education Division

Steven Korach
Assoc. Supt. Curriculum LEA

SP004957

SUCB-Lackawanna EPDA Project

Urban Undergraduate Teacher Education Program

Overview

The SUCB-Lackawanna Urban Undergraduate Teacher Education Program is a cooperative undertaking by the State University College at Buffalo, and the Lackawanna Public Schools. The project is funded by the United States Office of Education (EPDA, Title II B) Urban Teacher Corps of the New York State Department of Education, the State University College at Buffalo, and the Lackawanna Board of Education. The project is administered by the College and the LEA through co-directors appointed by the respective agencies. There is also a policy making advisory body consisting of representatives of the College, the LEA, the Lackawanna Teachers Association, and the patrons of the district.

Objectives

The project has two distinct and yet harmonious functions. Basically, these functions are the improvement of the educational program in the public schools through utilization of increased personnel in a differentiated staffing pattern, and the training of teachers for service in urban areas through a carefully planned practicum program combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases. Specifically the program embraces the following concepts:

1. Community planning for the needs of children.
2. On-site preparation of teachers for the urban setting.
3. Assessment of teaching competency through specific criteria.
4. Differentiated teaching staff for the individualization of instruction.
5. Continuous in-service training for administrators and teachers.

6. Continuous evaluation by national evaluators and by research consultants.
7. Utilization of a wide variety of instructional resources for instruction, preparation, and evaluation.
8. Concentration of personnel in selected core area classrooms to obtain breakthroughs in the language arts.

The Setting

The city of Lackawanna is a unique urban setting. While it maintains a black population of approximately twelve percent, it is also a melting pot of first and second generation families representing nearly fifty-five national groups. The black population, and the new arrivals to the community are almost exclusively housed in two of the seven elementary schools which is typical of most urban situations. However, the uniqueness of the setting is that it is almost a perfect laboratory for an on-site urban teacher preparation program being a microcosm of urban problems combined with a size which allows ease of communication and total involvement.

History

Preparation for the advent of the program began in the fall of 1969 under the direction of Dr. James Young of State University College at Buffalo with the inception of a planning task force of representatives from a cross section of the College, the LEA, the public school faculty, and the community as follows:

Number	Representing
2	Faculty-SUCB
1	Lackawanna Board of Education
3	Central Office Administration
2	Building Level Principals
2	Faculty LEA
1	PTA Official
4	Lay Citizens
1	Student-SUCB
1	Teachers Association President

The Task Force met twice a month during the 1969-1970 school year to plan the program and act as both a receiver and transmitter of pertinent information for all parties concerned.

During this same period of time the Lead Teachers who had been selected by the College and the LEA, using criteria developed by the Task Force were enrolled in an extensive in-service program conducted by the college on teaching analysis systems, the construction of competency based criteria for teacher education, and other dimensions of professional development. The in-service training took place over a thirty-two week period through released time provided by the Board of Education. Over the same time period all administrators of the district were involved in an in-service program covering leadership training, the supervisory function of administration, differentiated staffing, in addition to those topics included in the teacher sessions.

College personnel scheduled to teach undergraduate classes for the students in Lackawanna, and a representative group of Lead teachers along with an elementary principal spent four weeks during the summer of 1970 writing a competency based program for use in the academic and practicum setting. Meanwhile, the Task Force continued to meet on a bi-monthly basis to finalize plans for the ensuing year.

Prior to the opening of the 1971-1972 school year, a three day orientation session was held for the College instructors, the Lead Teachers, the local administrators, the students, and representatives of the community to acquaint each participant with each aspect of the program.

The Components

The program contains the following components:

Faculty Team: College instructors were selected based upon their willingness to work in a program that pioneers the development and use of

competency based criteria. All college courses incorporate competency oriented objectives in conjunction with the practicum activities. The instructors visit the public school classrooms used for the practicum and work with the students on special problems of implementation. This feature was designed to insure a relationship between the professional courses and the on-going school program. The instructors also meet on a bi-monthly basis with representatives of the Lead Teachers and the students to share ideas concerning the project and to continually evaluate their progress.

Lead Teachers: Twenty-four Lead Teachers were trained as explained in a preceeding section. Of the twenty-four, eighteen are in daily contact with the students at any one point. The Lead Teachers were deeply involved in developing the practicum experiences during the 1969-1970 in-service sessions. They continue to meet once a week for a three hour session during the 1970-71 school year. These sessions encompass training in teacher competency criteria, discussions of the on-going program including strengths and weaknesses, and the revision and extension of the competency based criteria for the practicum experience.

The Students: The students selected for the program are largely transfers from Junior Colleges throughout the state. The students were screened twice, first by a college selection committee, and finally by a committee representative of the Task Force selected to include at least one community parent. Selection was based upon criteria established by the Task Force as follows.

The candidate must:

1. Have obtained 60 credit hours in Arts and Science courses
2. Have satisfactorily completed application procedures
3. Meet recommended letter of reference standards
4. Fulfill personal interview obligations
5. Be willing to live in the community
6. Be acceptable for admission to SUCB (or be a matriculated student)

The students are encouraged to live in the community so that they may become an active participants in it. However, if an individual's circumstances preclude this, an exception can be made.

District Administrators: The district administrators have been an active part of the project from its inception. They met on a weekly basis during the 1969-1970 school year in a seminar setting with College instructors. They continue to meet weekly during the 1970-71 school year with College instructors to review the program, and gain greater understanding of the administration of a differentiated staffing pattern and the curriculum overview of such a program.

The Advisory Council: The Advisory Council is an extension of the Task Force which was described in the opening section. The membership of the council is a reflection of the widespread interest maintained by the several groups with the following breakdown:

Number	Representing
2	Administration-SUCB
2	Faculty-SUCB
1	Lackawanna Board of Education
2	Central Office Administration
2	Building Level Administrators
2	LEA Faculty
1	PTA Official
4	Lay Citizens
1	Project Student
1	Teachers Association President

The Committee functions as the policy making board of the project meeting on a monthly basis.

The Curriculum Council: The curriculum council was appointed by the Task Force during the summer of 1970. The membership again represents the widespread interest of several groups. They are responsible for assessing the curriculum of both the College and the local school system, and are to make recommendations to both agencies based upon their findings. They are responsible also for constant review of the project curriculum. The

committee meets bi-monthly with the membership as follows:

Number	Resprsenting
2	Administration-SUCB
2	Faculty SUCB
1	Project Faculty
2	Central Office Administration
1	Building Level Administration
2	LEA Faculty
1	Lay Citizen
1	Project Student

The Behavioral Analysists: Three teachers in Lackawanna who took part in the 1969-70 in-service training received in-depth training in three teaching analysis systems during the summer of 1970. They are available as resource persons for the college faculty, or Lead Teachers in the analysis of video and audio tapes.

The Co-directors: Two half-time co-directors representing the College and the LEA serve as administrators of the project and as liaison persons between all of the parties. One or both of the co-directors attend all of the meetings of each group, and thus add to the cohesiveness of the program.

The Breakthrough Co-ordinator: A special reading consultant has been assigned by the College to work with two first grades in the core area to bring about a breakthrough in reading achievement using the differentiated staffing as provided by the project and a multi-effort approach to the reading and language arts program.

Community Resource Personnel: Community people have been retained as consultants to assist the students in procuring housing, and to provide access to the community so that the students will better understand the needs and problems of the various ethnic groups. They work closely with the college instructors to provide field experience and entry into the local social agencies.

The Program

Phase I: During the first semester[1] in the program, the students spend four mornings per week in the classroom as Student Aides under the supervision of the Lead Teachers. During this phase they develop competencies in various beginning duties and skills that are related to successful teaching. They also spend one morning per week working in a community service agency and develop additional community understanding through work with the community resource persons. In addition, the students undertake study in related professional development as follows:

1. Human Behavior and Development
2. School and Society
3. Oral Language Development
4. Teaching Language Arts
5. General Methodology (including analysis systems)

Phase II: During the second semester in the program, the students spend four mornings per week in the classroom as Assistant Teachers undertaking more advanced teaching responsibilities with the children. In addition, they help train the new Phase I Student Aides who are assigned to the classroom and they continue to spend one morning per week in a social agency with related community evening activities. Study is undertaken in related professional development as follows:

1. Teaching of Reading
2. Educational Psychology
3. Minority Groups
4. Methods of Mathematics
5. Methods of Social Studies

Phase III: During the third semester the students serve as full time Associate Teachers and as part of the classroom instructional team consisting of the Lead Teacher, the Associate Teacher, the Assistant Teacher,

[1] Although a time period of one semester is used for each of the three stages, students may take more or less time as is necessary in order to demonstrate the required teaching competencies.

and the Student Aide. This provides a relatively unique differentiated staffing pattern utilizing three college students per classroom. The College will continue to provide classroom consultants to the team as well as seminars related to teaching problems.

Evaluation

The project receives continual internal evaluation through the auspices of the college, and through the inner-action among all of the participants.

External evaluation is provided by a team of three evaluators/ consultants including Dr. Donald Medley, University of Virginia; Dr. Glen Eye, University of Wisconsin; and Dr. Richard Collier, Executive Secretary Association of Teacher Educators. This team evaluation is augmented by several doctoral candidates from the State University of New York at Buffalo. The final analysis of the program will be based upon the objectives of the program, i.e.: competent urban teachers, and breakthroughs in the urban classroom. Intermediate evaluation will be based upon specific guideposts which are identified by Evaluators/Consultants.

Present and Future Financing

The project is funded by the College, the United States Office of Education, the State Urban Teacher Corps, and the Lackawanna Public Schools. The contribution of each is as follows:

Contribution	Agency	Major disbursement of Funds
65,340	SUCB	Administration and Instruction
71,343	LEA	In-kind services and salary supplements for Lead Teachers
25,674	Urban Teacher Corps	Secretarial and Community Consultants
54,860	EPDA	Evaluators, Consultants and Administration

It will be noted that the contribution of EPDA and Urban Teacher Corps is used largely for Evaluation and Special Consultants to train the staff.

The College and the LEA will be able to assume these items as the program becomes fully developed and the need for this type of assistance is diminished. The need for in-service training for the public school will most certainly continue, but at a greatly reduced rate. The Education Division of the College is greatly interested in faculty team approach as incorporated in this project and has indicated its willingness to support the program by integrating the offerings as part of its ongoing educational program.

Summary

The greatest strength of this program consists of the following items:

(1) Students receive their professional education on site in a practicum situation and there is ample opportunity for continual dialogue and feedback among the principles.

(2) The program is based upon pre-planned goals in both the practicum and academic areas with these goals undergoing constant assessment and revision.

(3) The College Faculty is kept alert to trends and problems in the public school classroom through visitation to the public schools and community agencies.

(4) The Lead Teachers, District Administrators and students have been trained in the use of self assessment devices and through in-service sessions are constantly undertaking a reassessment of the school's curriculum.

(5) The public school pupils receive the benefit of more individualized instruction because of a greater number of adults in the classroom.

(6) Prospective teachers not only receive special training in urban teaching, but through their community service roles become aware of the complexity of urban life.

(7) The faculty team approach to the several disciplines will be meshed into an over-all approach to teacher education, and integrated with other urban oriented competency based programs on campus, i.e. National Teacher Corps, and Art Education.

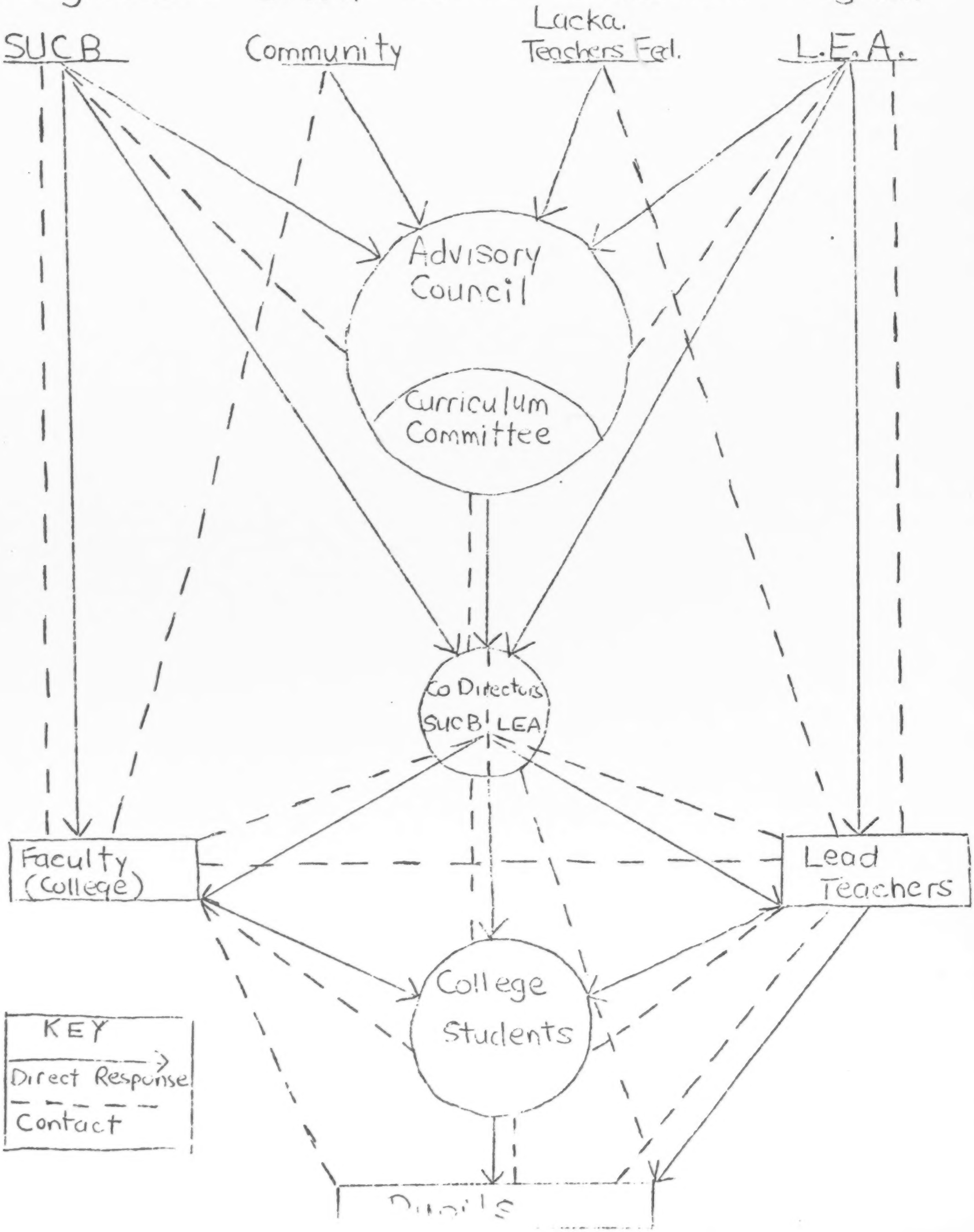
(8) The involvement of the faculty team, and other college faculty members serving on the various committees should result in a carry over of the program to the regular on-campus program.

(9) A combination of differentiated staffing and innovative practice in the Language Arts in the core area will hopefully produce significant results in the teaching of English as a second language.

(10) A close working relationship has developed among the Lead Teachers, and between the Lead Teachers and the College staff. This is viewed as a revitilizing experience for all parties concerned, and has lessened the feeling of isolation which is prevalent in many urban classrooms.

PROGRAM FLOWCHART

Fall '70		Spring '71		Fall '71		Spring '72	
Educational Activities	Practicum	Educational Activities	Practicum	Educational Activities	Practicum	Educational Activities	Practicum
Phase I (18)	student aide	Phase II	teacher assistant	Phase III	associate teacher	back to college	
		Phase I (18) (Recycle)	student aide	Phase II	assistant teacher	Phase III	associate teacher
				Phase I (18) (Recycle)	student aide	Phase II	assistant teacher
						Phase I (Recycle)	student aide
		36 students in Phases I & II		54 total students in full cycle			

SUCB-LACKAWANNA EPDA Project

Undergraduate Urban Teacher Education Program